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ABSTRACT

The Ninth Grade Teacher Advisor Program (TAP) of Cambridge (Massachusetts) Rindge and Latin School assists students in making the transition from grammar school to high school. The curriculum presented in this manual is a revised version of the materials used by TAP groups in the first year of the Ninth Grade Program. The two major themes of the curriculum are Orientation (first semester) and Empowerment (second semester). Accordingly, this teacher manual is divided into three major sections: The first, "Interactive Techniques," focuses on the teacher's role as group facilitator, providing suggestions on leading discussions and role playing. It also describes a series of games for building group skills. The second and third sections describe the activities that form the basis for the weekly group sessions. The main goals of Unit I (Orientation) are for students to get to know each other and become acquainted with their new high school. The major goals of Unit II (Empowerment) are to make students aware of learning patterns, behavior patterns, and socioeconomic patterns that affect their schooling and to take more responsisbility for their own education. For each activity, goals are outlined and specific instructions are given as to how to set up and run the exercise. An appendix describes five new games that can be used in the group sessions. (TE)

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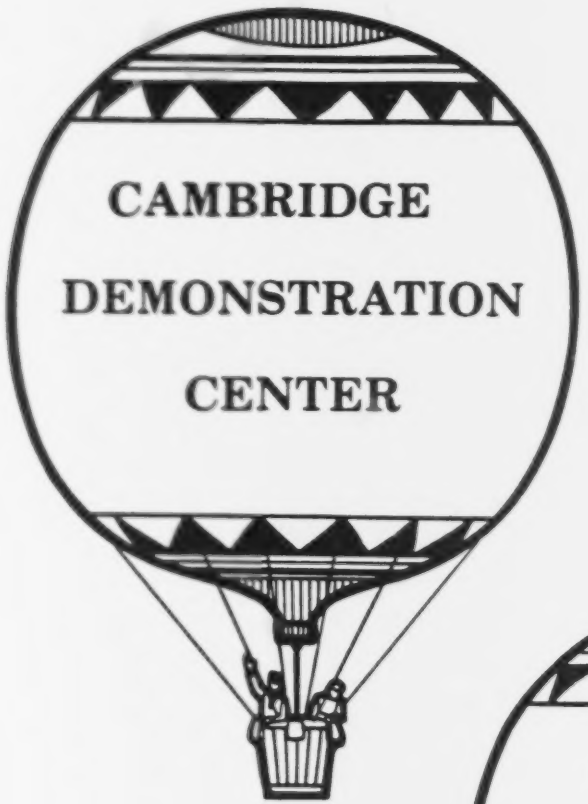

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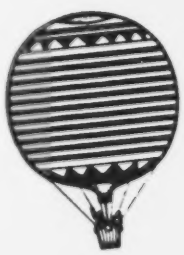

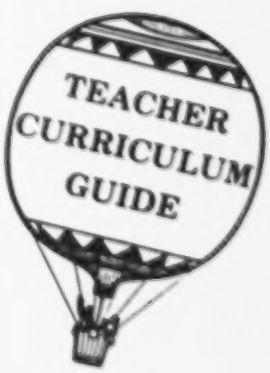

EA 018 590

TEACHER'S GUIDE

TEACHER ADVISOR PROGRAM (TAP)

A MULTI-CULTURAL APPROACH TO HIGH SCHOOL ORIENTATION AND SUPPORT FOR NINTH GRADE STUDENTS

A VALIDATED TITLE IV C PROJECT

TEACHER ADVISOR PROGRAM (TAP)

A MULTI-CULTURAL APPROACH TO HIGH SCHOOL ORIENTATION AND SUPPORT
FOR NINTH GRADE STUDENTS

TEACHER/ADVISOR CURRICULUM GUIDE

Elsa R. Wasserman, Ed.D.
School Climate Project Manager

Linore V. Sizemore
School Climate Project Assistant

Adria Steinberg
Project Consultant and Writer

Cambridge Public Schools
159 Thorndike Street
Cambridge, MA 02140

William C. Lannon
Superintendent of Schools

CAMBRIDGE SCHOOL COMMITTEE

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Summer, 1982.

TEACHER ADVISOR PROGRAM ACKNOWLEDGEMENTS

This program was coordinated, designed, and implemented collaboratively by groups of teachers, counselors, administrators and students.

The RESOURCE TEAM developed the curriculum for the TAP groups. We want to thank Carolyn Kelly, Jerry McDonough, Kathy Wolcott, Kate McMahon and Alan Weinstein for their "Interpersonal Skills" book.

RESOURCE TEAM Members: Elsa Wasserman and Linore Sizemore, Title IV-C School Climate Project; Henry Lukas and Diane Tabor, Assistant Headmasters; Rob Riordan, Pilot School; Adria Steinberg, Consultant/Writer.

The TITLE VII INTEGRATION TEAM: Arnold Clayton, Pedro da Cunha, Ginny McCabe, Linda da Silva-Perez, Kate McMahon and Ruben Cabral provided some of the orientation activities for Units I and II and developed Units III, IV and V for use with House D on an experimental basis this year.

The STEERING COMMITTEE made up of the Resource Team and CRLS Headmaster, Edward Sarasin, and the five Housemasters: Bill Mangan, Theresa Barnes Yeldel, Paula Tucker-Hogan, Ruben Cabral and Peg Legendre, helped establish the direction of the program and provide administrative support.

The GROUP COUNSELORS: Doris Smith, Eleanor Farinato and Kate McMahon provided support to Teacher Advisors and assisted with students needing additional support.

The TEAM LEADERS comprised of one or two Teacher Advisors from each House served as a liaison between the Steering Committee and Teacher Advisors and met regularly with the Resource Team to provide feedback on the curriculum and training design.

TEAM LEADERS: Wadie Geraigery, Betsy Grady, Phyllis Bretholtz, Al Ferreira, Nancy Carroll, Al Weinstein, Susan O'Brien, Larry Clinton and Barbara Grunbaum.

TEACHER ADVISORS

HOUSE A
Betsy Grady
Kathy Rehfield
Janet Corrigan
Mike Weaver
Larry Clinton
Sylvia Kantor
Peter Mili
Caroline Hunter

HOUSE B
Phyllis Bretholtz
Al Ferreira
Jane Kervick
Martha Samourian
Bill Timmins
Chris Hyde
Kathleen Conaty

HOUSE C
Doug McGlathery
Barbara Grunbaum
Wadie Geraigery
Peter O'Neill
Tom Conward
Joe Ferolito
Ed Hurley
Paul Burke
Les Oliver

HOUSE D
Arnold Clayton
Al Weinstein
Bill Fulginite
Charlene Jackson
Ed McGillicudy
Nancy Burns
Kathy Moore

FUNDAMENTAL
Nancy Carroll
Guistina Hibbs
Frank Hallice
Pat Rizzo
Susan O'Brien
Madeline Goldschlag
Milton Hopkins

REVISION WORKSHOP
Wadie Geraigery
Caroline Hunter
Kathy Rehfield
Doug McGlathery
Al Ferreira
Al Weinstein
Betsy Grady
Phyllis Bretholtz
Adria Steinberg
Elsa Wasserman

THE TEACHER ADVISOR PROGRAM (TAP): A MULTI-CULTURAL APPROACH TO HIGH SCHOOL ORIENTATION AND SUPPORT FOR NINTH GRADE STUDENTS

TEACHER/ADVISOR CURRICULUM GUIDE

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PURPOSE

The Ninth Grade Teacher Advisor Program (TAP) of Cambridge Rindge and Latin School assists students in making the important and difficult transition from grammar school to high school. Within the supportive context of a small Advisor Group, freshmen begin to perceive the size, cultural diversity, and comprehensive offerings of the high school as positive and challenging, rather than negative or frightening. They learn group skills that will help prepare them to participate effectively in classes and extra-curricular activities. They learn interpersonal skills that will help prepare them to deal with dilemmas that occur in their everyday experiences in a multi-cultural high school, and that will prepare them to assume helping roles with other peers in the total school community.

In their Advisor Groups, students get to know other students whose school histories and cultural backgrounds are very different from their own. They form a relationship with a teacher who serves as their advocate, guide, and mentor. As students form personal attachments to their Advisor and Advisor Group, as they feel acknowledged and legitimated within the school setting, the full resources of the school become available to them. Through participating in TAP, freshmen gain entry points into the high school experience.

For teachers, the Advisor Program provides a context for focusing on aspects of their role that often are not named, recognized or legitimated. Students look to their classroom teachers for emotional as well as academic support, but within the classroom setting it is the academic support function that takes precedence. No matter how sensitive the teacher to the concerns of a particular student or group of students, s/he has to require the student's achievement of certain performance standards and the students' conformity with certain behavioral guidelines.

The Advisor Program presents teachers with opportunities to expand their contacts with students and other teachers. In the weekly Advisor Groups, the individual conferences, the teacher meetings and workshops, the emphasis is on interaction and participation. Teachers have the opportunity to get to know students in new ways, to acknowledge and respond to student needs and concerns. As group facilitators, they try out innovative techniques for creating group cohesion and high levels of participation. At the periodic school-wide training workshops and the in-house program meetings, teachers from every academic discipline have opportunities to discuss students' affective as well as cognitive development, to focus on and share interactive teaching techniques.

A BRIEF HISTORY . . .

The Ninth Grade TAP represents a coming together of people, curriculum and resources, the institutionalization of ideas and structures with a ten year history in Cambridge. Since 1971, alternative programs within the high school have utilized teacher advisors as an integral part of their structure. Pilot and Cluster Schools, and the Bilingual Program Title VII Project all developed their own successful Teacher Advisor Program models. For four years, a small voluntary TAProgram existed for mainstream students at the high school as well.

In the spring of 1981, the School Committee made a commitment to support an expanded Teacher Advisor Program for the entire incoming freshman class. In September, a group of administrators and teachers with a history of involvement with Teacher Advisor models came together to plan and implement the program. By early November with only partial solutions to the logistical problems of scheduling 500 freshmen and 40 teachers into Advisor Groups within Houses, the group launched the program.

Over the year, participating teachers met together every four to six weeks to receive and try out new curriculum materials for the groups. The materials and workshops were developed by the Resource Team, consisting of Diane Tabor and Henry Lukas, Assistant Headmasters, Elsa Wasserman and Linore Sizemore, Title IV-C School Climate Project, Rob Riordan from Pilot School, and Adria Steinberg, the curriculum development consultant. In the intervening weeks between workshops, the Resource Team met with Team Leaders, a group of experienced teacher advisors from each House, for planning and feedback. The Team Leaders and Group Counselors in each House provided support to teacher advisors, individually, or in House meetings.

Although constrained by logistical difficulties, the program was successful during this first year in meeting its overall objectives. Teachers and students felt positive about the experience, and ready to continue and expand the program to include both Ninth and Tenth Grades by 1982-83.

THE CURRICULUM

The curriculum that is presented in this manual is a revised version of the materials utilized by TAP groups in the first year of the Ninth Grade Program. Materials were reorganized, modified, added, and deleted in response to the collective experiences of teacher advisor groups and direct feedback from teachers and counselors.

The curriculum is interactive and activity-based, promoting the participation of all students. Group sessions are designed to be informal, but structured. For example, students pair up to interview each other about their neighborhoods and their previous schools. They are divided into teams to compete in a School Quiz Game that challenges their knowledge of the high school. As a group they visit and investigate available school resources. Students contribute individual experiences and histories to formulate a composite group portrait and composite schooling tape. They read and respond to short case studies of students dealing with race, ethnic, and cultural dilemmas.

Interactive exercises provide structure within which students share basic information about themselves, their interests, their cultural/ethnic backgrounds, their neighborhoods, their previous schooling, their likes and dislikes. At the same time, the exercises are designed to teach students to interact directly with one another, to listen carefully, to speak thoughtfully, and to respect each others experiences and viewpoints.

The two major themes of the curriculum are Orientation and Empowerment. Unit I: Orientation provides curriculum for the first semester, early September to late January. The main goals of Unit I are for students to get to know each other and become acquainted with their new high school. It includes exercises in which they learn to listen, communicate in a group, and set group ground rules. Unit II: Empowerment includes materials for the second semester, late January to early June. The major goals of Unit II are for students to become aware of learning patterns, behavior patterns, and socio-economic patterns that have an impact on their schooling and to take more responsibility for their own education. It includes exercises in which students learn to use course catalogues and do specific planning and goal setting for the coming year.

The Teacher Manual is divided into three major sections: Interactive Techniques, Unit I: Orientation, and Unit II: Empowerment. "Interactive Techniques" focuses on the teachers' role as group facilitator, providing suggestions on leading discussions and role playing and describing a series of games for building group skills. Unit I and Unit II describe the activities that form the basis for the weekly group sessions. For each activity, goals are outlined and specific instructions are given as to how to set up and run the exercise. Students will receive Student Workbooks that include all of the worksheets and materials they will need to participate in these activities.

A TAP Materials Kit will be furnished containing the following:

Role Play Cards
Destination Cards and Score Sheet for Great Building Marathon
School Quiz Game Cards
Student Handbook
Package 3x5 Cards
Course Catalogue
Where to obtain IBM Cards for Tower Building
5 sheets of poster board or 1 large roll of paper
Glue
Provision for photographs of members
Old magazines (teachers can supply these)
Scissors
Magic markers

ROLE OF TEACHER/ADVISOR

Teacher Advisors will take responsibility for:

MEETING with their assigned students once a week in advising groups.

FOLLOWING UP student concerns or issues.

CONSULTING with guidance counselors at regularly scheduled counselor/teacher advisor meetings.

BEING a liaison between the student and the high school community as needed.

FACILITATING open discussions.

PROMOTING positive relationships between group members and the school community.

CREATING a sense of belonging for group members.

ATTENDING workshops and house meetings.

ADVOCATING for students and staff for a more positive and productive school climate.

INTERACTIVE TECHNIQUES

In Advisor Group, like in most high school courses, students come together with a teacher to explore a subject area and learn certain skills. What makes Advisor Group a unique setting is that the focus is on the participants themselves -- their interactions and dynamics, their needs and experiences, their behavior and learning patterns in school. The hidden curriculum of most classrooms becomes the curriculum in the Advisor Group.

From the very first moment the group meets, the Advisor can signal the importance of each person's participation by arranging the seating so that every student is included in the group and can see and be seen by everyone else. As group facilitator, the Teacher Advisor has to be self-conscious about developing students' communication skills. With much of the subject matter emerging from the participants, the group's ability to interact and have good discussions will have a great affect on what students get out of the group and on how they feel about the group experience. Students need help learning to listen and communicate; they need to develop self-advocacy and group process skills.

The curriculum exercises are structured to help students develop these skills. In addition, the Teacher Advisor should make use of some or all of the techniques and games suggested in this section of the manual. Games can be used to teach basic discussion skills: they encourage eye contact, non-verbal as well as verbal communication, concentration, focus, careful observation, and listening. Very different from the usual classroom format, games can be used to energize the group, as well as build cohesion among group members.

Teachers may want to use a game at the beginning of each session, to help create an interactive, energetic atmosphere, or a game can be pulled out and used in the middle of a session for a change of pace or mood. Games help to create an enviornment that is conducive to learning, and at the same time relaxed enough for everyone to have a good time and enjoy each other.

Five games are described in the appendix of this manual. These games have been selected because they are short, fun, easy to set up, and help lay the groundwork for good group interaction. More such games can be found in The New Games Book, and More New Games. These are followed by two techniques for increasing students' awareness of their own behavior in discussions. Finally, this section contains direct suggestions to the teacher on how to facilitate discussions and run effective role plays.

Interactive exercises are best understood through direct participation. Periodic workshops will offer Teacher Advisors the opportunity to experience selected exercises before introducing them to their groups. These training sessions will help Teacher Advisors become familiar with the materials and find their own style as group leaders. The exercises are intended as models of what can be done, rather than formulae that must be followed. The overall goals of the program, as well as the specific goals for each unit provide a framework within which the sequence of activities can be altered, and specific exercises can be modified to suit the needs and interests of the group.

TECHNIQUES FOR BUILDING DISCUSSION SKILLS

TECHNIQUE #1:

Pass The Tennis Ball: A technique for improving discussions.

This exercise helps students hold an orderly discussion. The teacher brings in a tennis ball, or any small object. Only the person holding the tennis ball should be talking. Everyone else's job is to listen. If a student wants to speak next, s/he raises her/his hand and requests, "Pass the tennis ball." The ball is a reminder not to speak out of turn.

TECHNIQUE #2:

Role Playing Discussion Behavior

Having a discussion, while playing a role can help students become more aware of how different types of student behavior affect a group's functioning. This technique also involves them in figuring out what types of teacher intervention are most helpful and appropriate. Everyone is in the position of working with the teacher to make discussions work better.

The role play involves approximately 10 students. If there are more students than this in the group, they have the role of observer. To avoid asking for volunteers, the teacher should have "role cards" to give to everyone; some will describe student roles and some will simply say "Observer". After students receive and read their roles, they put on name tags indicating their role label.

The role of teacher is a difficult one, since the student roles are somewhat "stacked" to include potential behavior problems and problematic group dynamics. The teacher should decide beforehand which student will play the teacher role. It should be a student who is outgoing and resourceful, and does not mind being the center of attention. If no one seems quite right for the job, you can start out being the teacher in the role play yourself, lead the discussion for 3 or 4 minutes, and then stop the role play and bring someone else in to take your place (and bail you out!)

The topic or questions the group is supposed to be discussing should be drawn from the current curriculum unit; in other words, something you really want the students to be thinking about and discussing. Ten possible student roles are given below. You should feel free to modify these or add to them so that the role play will reflect the particular dynamics of your group.

Each of the roles you select should be written out on a 3x5 card. Additional cards should have the word "Observer" printed on them, and one card should say "teacher". With the exception of the "Teacher" card, all of the others are distributed randomly. Each student should also recieve a blank card, with a pin or piece of tape for attaching it to their clothing. They are to copy their role label onto that card, and then wear it.

After the role play ask the person playing the teacher to talk about how s/he felt trying to run a discussion in this group. "What were you trying to accomplish? What techniques did you try to use, and why? What seemed to work? What didn't? Anything else you wished you had tried, or would try next time?"

Then, ask each person in a student role to read his/her role aloud. "How did it feel to play this role? Did anything the teacher tried help to draw you into the discussion? Did anything push you further away?"

Ask the observers to add any of their comments or suggestions' "Did any of these student behaviors seem familiar? What should a teacher do about the overly talkative student? The overly reticent student? An angry or sullen student? etc."

STUDENT #1: You haven't made up your mind whether or not you like your TAP group. Your teacher advisor seems nice enough , and a couple of times you really enjoyed the group -- like when you built the IBM card towers. But, most of the time you're not really too sure of what the point is.

STUDENT #2: You like your teacher advisor, but feel kind of shy talking in front of a group. You enjoy listening to other people, but tend only to talk when called on directly by the teacher.

STUDENT #3: You love to talk. You have opinions about everything and love to hear the sound of your own voice.

STUDENT #4: You think TAP is okay, and usually you are pretty active in the group. But today you really wish you could have gotten out of TAP group to go home and study for an algebra test.

STUDENT #5: You are in a rotten mood, and you don't feel like talking about it. Your English teacher won't let you make up the quiz you missed yesterday.

STUDENT #6: You really look forward to TAP group because you have a crush on someone in the group. You hang on his/her every word and glance. You hope maybe today s/he will finally notice you.

STUDENT #7: You feel kind of out of it because you have just been switched into the group to avoid a conflict with your 7th period class. You don't really know anyone in the group yet.

STUDENT #8: You've had a lot of experience in groups and feel comfortable in them. The group isn't moving quickly enough for you. You're full of suggestions about how to make the group better.

STUDENT #9: You are very small for your age. You have a lot of energy, but can't always direct it to what you're supposed to be involved in. It's hard for you to sit still.

STUDENT #10: You like TAP group pretty much, but you feel a bit self-conscious about talking, because you think you are very different from the other kids in the group. Most of the time you disagree with what you hear other students saying.

SUGGESTIONS TO THE TEACHER:*

FACILITATING DISCUSSIONS

1. Encourage student interaction and avoid the tendency to respond immediately to student comments with your own opinions.

2. Intervene with appropriate questions to keep the discussion flowing. Below are listed several different types of questions you might use. Over time you will develop your sense of when it is appropriate to intervene with one or another type of questions.

   a) Perception-checking questions: determine whether or not other students understand a statement that an individual has made. "Mary, would you tell me in your own words what Sheila said?"

   b) Inter-student participation question: ask one student to respond to the position of another student. "Mary what do you think of what Charles said?"

   c) Clarifying questions: ask student to make meaning of his/her own statements clear: "What do you mean by trust?"

   d) Issue-related questions: ask questions that don't have simple answers or right or wrong answers, questions that raise one or more issues. "Is it ever all right for students to be stoned in school?"

   e) Role-switch questions: ask a student to look at a situation from the point of view of another person: "If you were the teacher how would you handle it?"

   f) Universal consequence questions: ask a student to imagine what would happen if everyone behaved in a certain way: "What would the school be like if everyone just wanted to put in their 5 hours and be out of here?"

   g) Seeking-reason questions: ask for the reasoning behind the statement of a position: "Why?"

---

*These suggestions are adapted from Elsa Wasserman's manual: The Fairness Committee; With thanks to Ted Fenton.

SUGGESTIONS ON ROLE PLAYING*

When a class is about to role play for the first time, the action should be preceded by a brief discussion of what happens in a role play. A comparison with a regular, written play will clarify several important points. Like a written play, there are characters, or parts in a role play. But, unlike a written play, there are no set lines to learn. Rather the actor has to try to become the person she/he is playing -- do what the person might do, say what the person might say.

Improvising a part in front of other people is hard, even for experienced actors. To make this a possible and positive activity for students, the teacher must feel comfortable with role playing himself/herself, and has to provide a fair amount of structure.

Below is a list of suggestions for running suggessful role plays:

1. Don't leave options; never ask, "Do you want to do a role play?"

2. Move slowly into a role play, building from a reading, audio visual material, discussion, etc. Structure in a way for students to begin talking and respond as a character from their own seats. To help them become the character, you can address the student as the character, have other students ask questions to her/him as the character, or use written character sheets. The point is to give them, or get them to define elements of their identity -- name, age, type of person, special problems or needs.

3. Before asking students to play out a scene, make sure the situation is very clear -- where the scene is taking place, what each character knows and doesn't know, what has happened just previous to this scene.

4. The first time students do a scene, they don't need to be "on stage", they can remain in their seats, the important thing is for them to be able to see each other.

5. As people become more comfortable with role playing you can add physical detail and movement (i.e. have actors face the class, add an entrance or exit, use a prop, etc.)

6. When people get lost in the role play, you can intervene. Intervention should be phrased as a suggestion, like: "Try to resolve it", "try to get on the subject of. . .", "try to get him to do. . . ."

7. Be careful about making judgments. Your idea of the way a scene should go may be different from the way the students play it. If they feel your disapproval, they may become intimidated and resist further role playing.

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* These suggestions are taken from Plays, Plays, Plays, a curriculum developed by Adria Steinberg and Steve Seidel.

8. Watch the audience, as an indicator of whether something meaningful is happening on stage. If the audience loses interest or is restless, you might want to intervene -- either with suggestions like those in #6 to move the role play along, or simply with a suggestion to the actors that they "share" more of what is going on onstange (in other words "speak-up!"). In some cases it might be a good idea to involve other members of the class by asking them to give advice to the players on what to say next.

9. Don't expect a role play to last a long time. Be prepared for immediate follow up.

10. Allow for differences among students as to willingness and ability to perform in front of others.

NOTE TO TEACHERS

As teacher/advisors proceed with the curriculum they should remember the developmental stage of their advisees. Although often an obvious factor, the students' intellectual and emotional maturation processes can and will occasionally limit their ability to participate in certain exercises.

The work of the psychologist Jean Piaget has provided a comprehensive theory of intellectual development ranging from earliest infancy to adulthood. High School freshmen are often at a transitional stage in their development - from the concrete reasoning of early childhood to the formal reasoning - more abstract and hypothetical of the later teenage years and young adulthood.

It is important to remember that this developmental change is highly individual; that all ninth grade students aren't at the same level of cognitive sophistication, and that ninth graders are often comfortable physically working things out - by lists, maps, projects, rather than working problems and issues through in their heads. A concrete activity can be a useful springboard for discussion and potential cognitive growth.

Therefore, when asking advisees to discuss the self-reflective questions which follow some of the exercises, it is crucial not to assume apathy for certain undeveloped capacities. A suggestion would be to begin these exercises by having the students first focus on the questions, thus preparing them mentally regarding the goals of the exercise. The ninth-graders' inability to reflect on issues can result in silence in the advising group.

The ultimate horror! The group doesn't coalesce. It simply refuses to come together. What to do?

First, don't panic. The curriculum isn't graven in stone. Ask the students why the group isn't working. (Make lists, have them work in pairs, take suggestions.) Regard yourself as a group member and give your ideas, too. Be flexible, address their concerns and the curriculum will still be there.

What to do if . . .

No one will talk: Write out responses, shuffle them up and let other students read them. Write lists of responses on board.

Rowdiness: Institute a disturbance rule. Anyone can call a disturbance on someone else, but the group votes on whether or not there was actually a disturbance. Peer pressure can work positively to improve the group climate.

Cutting each other off or talking when another speaks: Use the tennis ball. Only the person with the ball can speak. The speaker chooses whom to pass the ball to next.

A final point: Adolescents vary tremendously in their sensitivity to a given issue. The game of knots or group participation in an activity may be pleasant to some, but anathema to others. Be sensitive and flexible and have a great group!

TAP YEARBOOK: BUILDING COMMUNITY IN THE GROUP AND IN THE HOUSE

Putting together a TAP House Yearbook helps to develop a strong group feeling. Much time and effort will have to be expended by many people. The core editorial staff will consist of one student per TAP group. Each individual in the group will be responsible for gathering all the data and turning it in to the group editor. Data can be collected from students several ways: have them write their own sayings, songs, etc.; have a person assigned to each category write the sayings, songs; develop a group exercise and do the forms together. It is vital that all students participate in the process and that all forms are turned in to the editing group on time.

A theme for the yearbook is a good way of stirring interest among the Freshmen, perhaps by holding a contest.

ROAD TO SUCCESS

The Road to Success sheet is a map of what went on during the TAP year. It could include highlights from students regarding the units/exercises covered during the year. Students could select from the Activities for the Year sheet (Teacher's Edition, p. 117; Student's edition, p. 54), topics that they might want to comment upon - by saying how they had changed their relationships to teachers and peers, or to the school as a whole.

STUDENT INFORMATION

Student sheets should include name, TAP group, homeroom, nickname, hobbies and interests, and aspirations or ambition. To avoid the problem of incomplete listings, one might want to refer back to earlier exercises in which nicknames, ambition, and interests were discussed. This would be a great time to visit Career Resource Center (CRC) to check out careers.

APPROPRIATE SONGS

The students assigned to this category will first meet and compose a list of all the songs that they know. Use this list as a resource to match people with appropriate songs.

FAMOUS SAYINGS

The Group Reps will determine what everybody's favorite saying is and record it as such.

WHERE FOUND, WHAT DOING

The Group Reps will determine where people go, or "hang out," and what, in fact, they do there!

SILLY SURVEY

The Group Reps will draw up a list of questions that will be answered by a Yes or No response. The crazier the questions the better!

POP POLL

The Group Reps will compile a list of categories, such as best looking, most popular, most likely to succeed . . . distribute ballots, and tally the votes.

STATISTICS

This is information compiled in group form about students' habits, likes, background . . . some of which would come directly from activities in Unit I. This is a good method for reaching some closure on such exercises as #2, #3, #4, #9, #13, #15, along with any other questions that would be interesting.

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The making of a yearbook of this magnitude demands hard work, much time, creative artists, good typists, and a tight schedule. Constant supervision is a must as well as constructive meetings. Remember to screen all material and to leave no one out. It is not only to be a product goal, but also a process goal for all involved. When the yearbooks are distributed at the end of the year -- students and teachers have a ready reference to reinforce their new relationships.

INTRODUCTION TO UNIT 1: ORIENTATION

Forging a group out of a random collection of individuals is a challenge. The Orientation Unit of the Teacher Advisor Program Ninth Grade Curriculum is very important in setting the tone and laying the groundwork for the rest of the year. During this first semester in TAP, freshmen get to know each other, their advisor, and the high school through working cooperatively on tasks, participating in games and competitions, and direct sharing of experiences and histories. Sessions are highly structured so as to create entry points for every student. The shy student as well as the outgoing one is given a safe way to participate.

Concurrent with beginning the exercises in Unit I, we suggest asking students to fill out the Student Information Sheet on page 1 of the student workbook, taking a careful look at the student handbook which will also be used again for the "School Quiz Game" so that students will immediately become more familiar with the time structure and scheduling of the school. A walking tour will help the students to feel more comfortable with the large building. The multi-media slide show presents students with an awareness of the atmosphere and diversity of Cambridge Rindge and Latin School. Our teacher/advisors have learned that these concrete activities aid the students in making a positive attachment early in the year.

Unit I begins with students interviewing each other in pairs and introducing each other to the group. This structure ensures that everyone will participate in the first session, and that everyone will be formally acknowledged in the group. Commonalities in their experiences as freshmen entering a new high school are stressed in the next activity, in which students make a chart comparing their grammar schools to CRLS. Another of the early exercises engages the group in a discussion of groundrules. Although some groundrules have already been set by the program and the teacher/advisor, others can be arrived at by the group.

Three exercises involve students in an active exploration of their new environment. In the School Quiz Game the Advisor Group is divided into two teams, which compete in answering questions about CRLS and other Cambridge schools. Then the whole group gets to work together as a team, competing against other advisor groups in the Great Building Marathon. This competition is designed to test the group's knowledge of the CRLS buildings and to build a sense of community within the Advisor Group. Finally the group learns about the range of programs and services at CRLS and chooses five or six to visit during the year.

Other activities focus the group inward again. Using Introduction Cards and a guessing game format students share more information about themselves. Then, students explore some issues of group dynamics, first through a tower building competition using IBM cards, and then through responding to a questionnaire on "Whom Do You Trust."

The last few sessions before the winter break are given over to an Awards Ceremony in which students use their knowledge of each other to present certificates to one another, a discussion of the holiday season, its positives and negatives, and a sharing of holiday "treats".

The first semester ends with students affirming their group identity in three closely related exercises. In the first they create a composite group profile, by combining information about themselves, their backgrounds, interests and skills on a large chart. In the next two activities they create a visual representation of this information by placing pins on large maps to indicate their places of origin and by working together on a group mural.

Additional games, stressing listening and communication skills (see Interactive Techniques, p. 5) should be interspersed throughout the Unit, in response to particular dynamics in the group or simply to add variety to the sessions or change the pace. Periodic visits to inhouse resources are also useful in changing the pace and format of group sessions.

Because many of the group activities and exercises draw on students' experiences and feelings, teachers will learn a great deal about their advisees during the course of Unit I. In establishing the Advisor-Advisee relationship, it is also important for each teacher to meet with each student individually at some point during the first two months of the year. For this purpose, an Advisor-Advisee Conference Form and a Report Card Evaluation are included at the end of Unit I.

I. High School Orientation: Another Way of Organizing Orientation Objectives and Activities.

A. LEARNING TO GET AROUND AT C.R.L.S.

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS
Students will gain an initial awareness of their own relationship to C.R.L.S.	1. Complete Student Information Sheet	Student Workbook, p. 1
Students will become aware of the schedule of the school day and the school year.	2. Preview school calendar: vacations, release days, etc. Students will obtain copies of calendar when available and paste it or copy it into workbook.	Current School Calendar; Student Handbook
Students will understand their own schedules.	3. Discuss bell schedule, locker times, homeroom period, etc.	Student Workbook, p. 2
Students will become familiar with the physical layout of the school.	4. Explain student schedules: meaning of symbols; how to read; discuss procedures for schedule changes; students transcribe their own schedules in workbook.	Copies of computer schedules
Students will gain an awareness of the atmosphere and diversity of CRLS.	5. Walking tour of C.R.L.S. Emphasis on location of House offices, Main Office, Security Office. Students note locations on outline maps.	Student Handbook
	6. Presentation of C.R.L.S. multimedia show (Aaronson); students discuss show and write review.	Student Workbook, Media Review, Suggested questions p. 5

B. PERSONNEL, PROCEDURES AND RULES

To introduce students to administrators and guidance counselors with whom they will work.	1. Visit to offices of Housemaster, Teachers-in-charge and Guidance Counselors; students interview administrators and counselors to learn their functions and complete organization chart with this information.	Organization chart, Workbook, Building Marathon
To review basic school rules regarding attendance, dismissal, tardiness, etc.	- Students discuss school policy, (rules, regulations, etc.) - Students complete worksheet on solving selected problems that arise in school on the basis of dilemmas. - Students complete checklist on Procedures	Student Handbook (available at SSC) Student Workbook p. 17. Procedure checklist

C. PERSONAL SUPPORT SERVICES

OBJECTIVES	SUGGESTED ACTIVITIES	MATERIALS
Students will become familiar with personal support services offered at C.R.L.S.	Each student will make a visit to the Health Clinic, Student Service Center, career Resource Center or Adolescent Parenting Program. Complete Worksheet detailing personnel and services and report back to the group on the activities and services provided.	Mini-Visit to Personal Support Services Worksheet; Student Workbook, p. 19.

D. ACADEMIC AWARENESS

Students will become aware of special academic programs	1. Representatives of CBLP, ENT. CO-OP, WORK-STUDY will inform students about their program.	If possible, combine several TAP groups and make arrangements with respective representatives.
Students will learn about major elective offerings as basis for future course selection.	2. Using course catalog, students will complete information sheet on the actilvities offerings of various departments.	Creative Course Options Worksheet, Student Workbook p. 35
Students will gain an awareness of the variety of electives offered at C.R.L.S.	3. Pairs of students will choose a class to visit. - Students will visit the class and complete worksheet detailing observation of class. - Cameras are available in C.R.C. Students should be encouraged to use them to document the reports. - Students will interview the instructor and complete worksheet. - Students will report to TAP group on their shadowing experience.	Shadowing coupon, Teacher's Guide, Class Observation Teacher interview Worksheet p. 31

E. CLUBS, EXTRA-CURRICULAR ACTIVITIES

Students will become aware of the extra-curricular activities available at C.R.L.S. Students will be encouraged to participate in at least one activity.	1. Students will read and discuss in class a club information sheet to be distributed. 2. A club information day for freshmen will be organized in the SSC in which all clubs will have booths and information to promote membership in their organization.	Club information sheet; Student Handbook.

UNIT I
STUDENT WORKBOOK, P. 1

STUDENT INFORMATION SHEET

Name _____ I.D. # _____

House _____ Housemaster _____

TIC _____ Ext. _____

Guidance Counselor _____ Ext. _____

Home Room # _____ Homeroom Teacher _____

Teacher Advisor _____

My TAP Group meets in Room # _____ on _____ (day) at _____ (time)

Locker # _____ Location: _____

UNIT I
STUDENT WORKBOOK, P. 2

SCHEDULE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Class _____ Room _____ Teacher _____	Class _____ Room _____ Teacher _____	Class _____ Room _____ Teacher _____	Class _____ Room _____ Teacher _____	Class _____ Room _____ Teacher _____
2					
3					
4					
5					
5A					
5B					
6					
7					

UNIT I
STUDENT WORKBOOK, P. 3

MEDIA REVIEW — C.R.L.S. SLIDE SHOW

1. How many stars would you give this presentation? _____

   WHY? _____

   _____

2. What part(s) of the slide show best reflect(s) how you feel about C.R.L.S.?

   _____

   _____

   _____

3. NOW that you have seen the slide show, do you think that you know C.R.L.S. better? _____

   _____

   WHY? _____

   _____

UNIT I
EXERCISE ONE: GETTING ACQUAINTED

GOALS FOR STUDENTS:

1. To find an entry point for participation in the group.
2. To have the opportunity to talk directly with one other student in the group.
3. To be introduced to all of the other students in the group.

DESCRIPTION OF ACTIVITY:

This exercise is designed to be used at the first meeting of a new Advisor Group. It gives everyone a way to participate and to begin getting to know one another. The exercise is built around interviewing. Students are paired up (preferably two students from different grammar schools who do not already know each other well.) Each pair is given a list of interview questions to ask one another. (Student Workbook, p. 4).

Students should be instructed to take turns -- first one member of the pair is the interviewer, asking all of the questions and noting down the answers; then they switch roles, with the other member of the pair being the interviewer. They must listen carefully to one another, because at the end of this exercise, each member of the pair will introduce her/his partner to the whole group, using information gathered from the interview.

When all of the pairs have finished interviewing each other, the introductions can begin. The teacher should call on a person who seems comfortable talking to lead off the introductions. Then her/his partner is asked to speak. This goes on until everyone in the group has been introduced.

If there is still time after all of the pairs have spoken, some of the following questions can be raised:

1. How did you feel about hearing someone else describe you?
2. How did you feel introducing someone else?
3. Did you have a sense that the group was listening to you?
4. Did you have difficulty at times listening to others?
5. What did you learn about other group members?
6. Were there things that a lot of people in the group seem to have in common? Are there general statements about the group you can make based on what you heard today?

An alternative getting-acquainted activity is a series of sentence completions to get students talking to each other and begin to get to know one member of the group. (Alternative Exercise I)

UNIT I
EXERCISE ONE
STUDENT WORKBOOK, P. 4

GETTING ACQUAINTED

Instructions:

The purpose of this exercise is to get to know something about each other and each other's past schooling experience. Pair up with someone in the class from a different neighborhood and whom you do not already know well. Interview each other, using the questions below, and any other questions you want to ask. After both interviews are over, try to come up with two things that the two of you have in common. In about 20 minutes, we will all get back together and you and your partner will introduce each other to the class.

1. What is your name? What do you like to be called by friends?

2. Where do you live?

3. Name all the schools you've been to in the past.

4. What was your best year in school? Explain why you liked that year best.

5. What was your worst year in school, and why?

6. What do you consider to be the greatest accomplishment of your school career to date? (besides graduation).

7. Which of these labels applied to you in your last school?

student leader	average student	everybody's friend
troublemaker	con artist	athlete
clown	all-around kid	Mr. or Miss Cool
teacher's pet	sleeper	talker
truant	loner	hard worker
brain	peacemaker	rebel

8. What are your first impressions of the Cambridge Rindge and Latin School, after your first couple of weeks here?

9. Are there any problems that you are having at CRLS that need attention now? (i.e. schedule, books, relationship with teacher or students).

10. Name two things that the two of you have in common.

UNIT I
ALTERNATIVE EXERCISE ONE
STUDENT WORKBOOK, PP. 5-6

GETTING TO KNOW YOU

GOALS FOR STUDENTS: 1. To begin to get to know and trust another person in the group through sharing some information with each other.

DIRECTIONS: 1. The group should be divided into pairs.

2. Each person is given a sheet of incomplete sentences. One person in each pair begins by reading the first sentence out loud to his or her partner and completing the sentence.

3. All replies are to be kept confidential.

4. Don't skip items - however, you may decide not to answer any item.

5. Each person will have 15 minutes to answer questions on the sheet. Then switch roles; the person who spoke first now listens to his/her partner, who begins again with sentence 1.

START: "Right now I'm feeling . . ."

1. If I had a lot of money, I . . .

2. My favorite vacation was . . .

3. I love to eat . . .

4. When I think of my room at home . . .

5. Sometimes I'm sad when . . .

6. In my family I'd like to be like . . .

7. My favorite possession is . . .

8. I feel self-conscious when . . .

9. I feel confident when . . .

10. My parents get angry with me when . . .

11. I wish . . .

12. Right now I'm feeling . . .

13. My parents are proud of me when . . .

14. If I were five years older . . .

15. Many people don't agree with me about . . .

16. I trust those who . . .

17. People can hurt my feelings by . . .

18. I would consider it risky to . . .

19. A certain friend bugs me when . . .

20. If I'm last to join a group I . . .

21. I'm most afraid of . . .

22. I feel loneliest in a group when . . .

23. I feel pretty/handsome when . . .

24. The time I had most fun was . . .

25. What disturbs me most is . . .

26. You are . . .

27. This exercise was . . .

28. Right now I feel . . .

UNIT I
EXERCISE TWO: FROM GRAMMAR SCHOOL TO HIGH SCHOOL

GOALS FOR STUDENTS:

1. To have an opportunity to share information and feelings about grammar school.

2. To create a bond among the students by using their grammar school experiences as a common reference point in exploring initial impressions and feelings about high school.

DESCRIPTION OF ACTIVITY:

In this exercise students make a chart comparing their grammar schools to CRLS. In one column they are asked to summarize information and feelings about students, teachers, rules, classes, and activities at their grammar schools. In the next column they are asked to put down information and feelings about students, teachers, rules, classes and activities at the high school.

To begin the exercise, pass out copies of the chart to each student (Student Workbook, P. 7), giving students 5-10 minutes to fill it out. Encourage the students to jot down anything that comes to mind within the general categories. Of course, there are many things they do not yet know about the high school, but they have formed first impressions which can be shared.

Students may respond to the high school column with a lot of "I don't know's." This is to be expected. What you are looking for here are feelings - not information. Encourage students to share any feelings, anxieties, questions and impressions. The point is to stress the commonality of experience they are all having as new freshmen in a large school.

When everyone has had time to fill out the chart, the whole group comes together to compile their answers on one large chart, on the chalkboard, or on newsprint. This can be done by going around the circle for each category, asking each student what s/he wrote down for that category. The finished chart can be used to draw out comparisons about the different grammar schools students attended, and some comparisons of students' initial impressions of high school.

UNIT I
EXERCISE TWO: FROM GRAMMAR SCHOOL TO HIGH SCHOOL
STUDENT WORKBOOK, P. 7

	GRAMMAR SCHOOL	HIGH SCHOOL
STUDENTS: Who are the students? neighborhoods, racial/ethnic groups? A few words to describe your feelings about fellow students.		
TEACHERS: Who are the teachers? age, sex, racial/ethnic groups, strict-easygoing? A few words to describe your feelings about teachers.		
RULES: Main behavior rules. A few words to describe your feelings about them.		
CLASSES: Are they interesting - boring? Easy-hard? Homework? A few words to describe your feelings about them.		
ACTIVITIES: Major school activities. Do kids participate? Do you?		

UNIT I
EXERCISE THREE: SCHOOL QUIZ GAME

GOALS FOR STUDENTS:

1. To become aware of what they know and what they don't know about schools in Cambridge.
2. To become aware of what they know and don't know about the rules, requirements, programs and services at CRLS.
3. To share information and experiences by working together as teams.

DESCRIPTION OF ACTIVITY:

The School Quiz Game is designed to remind students of how much they do know about schools, and to demonstrate to them how much they still have to learn in order to make full use of this school and its offerings. The game should be infused with the spirit of a TV quiz show, with the teacher taking the role of moderator, judge and official score keeper. The playful spirit of a TV game will, hopefully, set a tone of team work and cooperation, and will spark participants' curiosity and interest.

To get the game started you will need to organize teams and establish game rules. The teams should include 3-5 students, and if possible, be integrated by sex, race, and neighborhood. It is also important to mix students who are likely to know a great deal about the school system (e.g., students who have been "student leaders" or whose parents are active in school politics) with students who probably know very little about the school (e.g., students who have recently moved into the area). If the teams are self-selected or randomly grouped ("all the kids on this side on Team A, and those sitting by the window are on Team B"), the outcome could be too lopsided. Find the most unintrusive way to produce sufficient balance -- proceeding from what you know about the students. We suggest that each team appoint a captain to lead them and settle any disputes among them.

The Game will take two periods to complete. In the first period each team prepares for the coming competition by trying to find answers to as many of the questions as possible. (Student Workbook, pp. 8-11). Each team will need several copies of the Student Handbook and the Course Catalogue. They should also be referred to the fact sheets on Cambridge Rindge and Latin School (Student Workbook, pp. 12-14). It is up to the team to make the best use of the 45 minutes. They may want to go over the questions together, or to divide up the questions among themselves.

In the second period, the actual game begins. The questions, written out on 3x5 cards (Teacher Materials Kit) are put into a hat or basket. Teams are not allowed to use notes or references; they must rely on each other and their memories. Teams take turns drawing questions out of the hat. Points are given for correct answers. If a team answers incorrectly, the next team gets a chance to answer the question.

The competitiveness of the game will energize students, but it can also distract them. The main point of the exercise is for students to discover what they do know about CRLS. You will need clear and simple rules to keep disputes to a minimum. We suggest a point system that awards more points to the more difficult questions and partial answers to a question, penalties for giving answers out of turn, and simple procedures for solving disputes as to the "correctness" of a question.

UNIT I
EXERCISE THREE
STUDENT WORKBOOK, P. 8

QUIZ GAME QUESTIONS

(Note: Quiz Cards are in Teacher Advisor Materials Kit.)

1. Name 10 different grammar schools in Cambridge.

2. Name 3 alternative programs for grammar school students in Cambridge.

3. Name 3 Cambridge parochial schools.

4. Name the Headmaster at CRLS.

5. Name 4 members of the Cambridge School Committee.

6. How many School Committee members are women?

7. How many School Committee members are black?

8. Name the Superintendent of Cambridge schools.

9. How often is a new School Committee elected?

10. Name everyone in this room (first names). For extra point, give at least 6 last names as well.

11. What are the graduation requirements at CRLS? How many credits do you need, and in what areas?

UNIT I
EXERCISE THREE
STUDENT WORKBOOK, P. 9

QUIZ GAME QUESTIONS (continued)

12. Name 3 offenses for which a student might be given detention.

13. Name 8 things a student might do at CRLS that could result in suspension.

14. If a student is late for school in the morning, what does s/he do to be admitted?

15. What grades must a student have to be on the Honor Roll?

16. What is the minimum passing grade in a course?

17. Give the starting and ending times of all seven periods.

18. If a student feels sick at school and wants to go home, where does s/he go for help?

19. Name the Guidance Counselors for your house. How can you make an appointment to see them?

20. What types of behavior would probably get a student sent to the Housemaster's office?

21. What are the boundaries of the school campus area?

22. Name 3 stores or shops a student is allowed to go to during lunchtime.

UNIT I
EXERCISE THREE
STUDENT WORKBOOK, P. 10

QUIZ GAME QUESTIONS (continued)

23. Name 5 racial/ethnic groups who attend this high school.

24. What percentage of the student body at CRLS is black? What percentage of CRLS are linguistic minorities?

25. If you know a student who dropped out of school to have a baby, and now wants to come back, what special program at CRLS could you tell her about? For an extra point, name a teacher or counselor connected to this program.

26. What is the Community Based Learning Program?

27. If you are a student who is in trouble with the law, what special program at CRLS might help you? For an extra point, which teacher would you see about this?

28. Who is eligible to attend the Enterprise Coop?

29. Name at least 8 school clubs.

30. What are the school colors? What is the school mascot?

31. List at least 4 of the duties of Class/Homeroom Reps.

32. List at least 4 of the duties of House/Homeroom Reps.

33. Who is a member of the School Government Steering Committee? (not the names)

UNIT I
EXERCISE THREE
STUDENT WORKBOOK, P. 11

QUIZ GAME QUESTIONS (continued)

34. Where is the nurse's office? List at least 3 services available there.

35. Who is your Housemaster? Who is your T.I.C.?

36. Name 2 of the 3 Assistant Headmasters.

37. Name 4 Occupational Education Shop programs offered at CRLS.

38. Who is the head of security? Name 4 security people.

39. What is "Did You Know"? How often does it come out?

40. If you wanted an announcement made, where would you go?

41. What is the School Newspaper called? How often does it come out? Where is the newspaper office?

42. Name 3 alternative programs at CRLS?

SCHOOL QUIZ GAME: ANSWER SHEET

1. Agassiz, Fitzgerald, Haggerty, Harrington, Kennedy, King, Longfellow, Morse, Peabody, Roberts, Tobin.

2. Martin Luther King Open School, Follow Through at Harrington, Tobin, and Roberts, Tobin Magnet.

3. Matignon, St. Johns, North Cambridge Catholic, St. Marys

4. Mr. Sarasin

5. Sarah Mae Berman, Glen Koocher, Alfred Fantini, Joe Maynard, Henrietta Attles, Jane Sullivan, and Mayor Alfred E. Vellucci.

6. Three

7. One

8. William Lannon

9. Every two years.

10. (Different for each group)

11. Graduation Requirements: pass 8 semester of English; pass 1 year of Science; past 1 year of Math; Complete 3 years of Social Studies of which a student must pass 2 years, with one course being U.S. History; complete 4 years of Physical Education; complete 1 year of Health and pass a swimming course. Total: minimum of 180 credits.

12. Cutting class, tardiness to class, no note after absence, going to class while on the absence list.

13. Use of violence, vandalism or theft, causing physical harm to others; threats or intimidation; possession of a weapon; selling drugs or alcohol; intentional disruptions; academic dishonesty; smoking inside the school after being asked to stop; possession or under the influence of drugs or alcohol; and, persistent truancy, tardiness, or class cutting after repeated warnings; false alarms, not identifying self to teacher who asks.

14. Report to TIC's office for a note to enter their class.

15. Overall average of 80% for all subjects; can't fail any.

16. 60%

17. 8:36-9:20; 9:24-10:07; 10:11-10:54; 10:58-11:40; 11:44-12:28; 12:09-12:53; 12:53-1:39; 1:43-2:25.

18. Get pass from teacher to go to Nurse's office, R402.

19. (Different for each group).

SCHOOL QUIZ GAME: ANSWER SHEET

20. Students who are disruptive, uncooperative, or destructive, either in class or around the school, and whose behavior is such that the teacher is unable to handle it.

21. School area is bounded by Felton, Broadway, Ellery and Cambridge Street.

22. Montrose Market, Angelo's Pizza, Enterprise Sub Shop.

23. Black, Haitian, Puerto Rican, Portuguese, Greek, Irish, Italian, Asian.

24. Black students - 25.5%. First language not English - 14.2%. Total of linguistic and ethnic minorities - 38%. (If students come within 2 or 3 percentage points, count answer as correct).

25. Adolescent Parenting Program, Mrs. Funk - R219.

26. Learning experiences for students in the Cambridge community; students get credit for volunteer work or college courses.

27. Juvenile Court Project, Jonell Johnson.

28. 16 years old, dropped out of school or missed at least 60 days or more from school last year, or recommended by school administrator or counselor as high dropout risk, or recommended by court or police, or recommended by Core team.

29. Alpine Ski Club, Asian Club, Athletic Club, Black Student Union, Dance Club, Drama Club, French Club, Haitian Club, History Club, Italian Club, Irish American Club, KB Club Key Club, Law Club, National Honor Society, Photography Club, P'ortuguese Club, Register Forum, Science Club, Student Security Club' Spanish Club, VICA, West Indian Club, Wilderness Club, Yearbook Club.

30. Brown and Gold; Cantab Warrior

31. (See page 5 of Handbook)

32. (See page 5 of Handbook)

33. At least one person representing each Club/Organization in school, the Officers of each Class and members of the Student School Committee; two reps from each House Council.

34. R402; Physicals, shots, emergency health care, health information and counseling, ongoing care for students without family doctors, referrals to health and social service agencies, lab tests.

35. (Different in each group)

36. Dr. Diane Tabor, Mr. Henry Lukas, Mr. Warren Ferzoco

SCHOOL QUIZ GAME: ANSWER SHEET

37. Airconditioning, autobody, automotive, culinary arts, data processing, drafting, electrical, electronics, graphic arts, millwork carpentry, machine, sheet metal/fabrication, welding.

38. Sidney Yeldell, Bob MacGowan, Helen Ford, Maureen Ford, John Silva, Joseph Nardello, Jerry Fico, George Thompson, Gloria Waddie.

39. Daily announcements - comes out every morning.

40. Main Office, Henry Lukas.

41. Register Forum, biweekly, R314.

42. Pilot, Fundamental, Enterprise Coop, CBLP.

THE CAMBRIDGE RINDGE AND LATIN SCHOOL

STUDENT WORKBOOK, P. 12

The following information was gathered in October, 1981, as part of the annual state survey of schools. The racial and ethnic categories are those designated by the state.

Total enrollment at Cambridge Rindge and Latin	2693
The number of Black students (non-Hispanic)	688 or 25.5% of total
The number of White Hispanic students	177 or 6.5%
The number of Non-White Hispanic students	42 or 1.5%
The number of Asian students	58 or 2.1%
The number of Native Americans	2
The number of students whose first language is not English	383 or 14.2%
The number of students who qualify for the Bi-lingual program ...	192 or 7.0%

It is often said that Cambridge Rindge and Latin School probably has more nationalities represented among its students than most other high schools. Listed below is just a partial listing of the birth countries of many of our students. (Please realize that a number of students' birth countries are not recorded on the computer).

STUDENT WORKBOOK, P. 13

Panama	France	Philippines
Jamaica	Israel	Thailand
Nigeria	Mexico	Uruguay
Azores	Canada	Japan
Eritrea	Italy	Brazil
Trinidad	Costa Rica	Burma
England	Korea	British Guyana
Egypt	Angola	Sweden
Haiti	China	Ghana
El Salvadore	Afghanistan	Cuba
Barbados	Ethiopia	Turkey
Lebanon	Hong Kong	Honduras
Greece	Pakistan	Poland
Hungary	Columbia	Chile
Germany	Indonesia	Kenya
Portugal	Switzerland	Australia
Guatemala	India	British Honduras (Beliz)
Taipei (Taiwan)	Nicaragua	Uganda
Dominican Republic	Viet Nam	St. Thomas
Cape Verde	Rhodesia	Surinam

In addition, we have students born in all of the following states:

STUDENT WORKBOOK, P. 14

Massachusetts	Maine	Vermont
New Hampshire	Connecticut	Rhode Island
Florida	New York	Alabama
Tennessee	Pennsylvania	Minnesota
Wisconsin	Missouri	New Jersey
Washington	South Carolina	North Carolina
Georgia	California	Utah
Illinois	Kentucky	Michigan
Ohio	Texas	Colorado
Louisiana	Oregon	Virginia
Arizona	Washington, D.C.	West Virginia

UNIT I
EXERCISE FOUR: SETTING GROUND RULES

GOALS FOR STUDENTS:

1. To participate in setting ground rules for the group.
2. To go over the program requirements for TAP groups.
3. To understand the teacher's expectations of the group.

DESCRIPTION OF THE ACTIVITY

TAP groups are a place to discuss a lot of different issues and topics, of school-wide, community, and personal concern. For a discussion group to work well, the members of the group have to agree on certain "ground rules". Some of these ground rules have already been set for the whole program. Others will come from the teacher who leads the group. But most of the ground rules will come from discussion among group members.

To facilitate the process of agreeing to and settling ground rules, the teacher passes out a worksheet to everyone in the group (Student Workbook, p. 15-16). The worksheets set out six topics around which ground rules are necessary. Under each topic the already established program requirements are laid out. Space is left for teacher expectations to be spelled out and for group ground rules to be established.

The group should go over the worksheets together. For each topic, the program requirements should be read aloud. Then the teacher comments on his/her expectations (or you can ask the students to guess what your expectation are, based on what they have experienced thus far in the group). Finally, everyone discusses what ground rules to establish as a group, using the questions on the worksheet as guidelines for the discussion.

EXERCISE FOUR
STUDENT WORKBOOK, P. 15

SETTING GROUND RULES

I. MEMBERSHIP

Program Requirements:

1) All freshmen are members of Advisor Groups. 2) Every group is led by a teacher or counselor, with support from group counselors and Housemasters.

3) Membership in groups is assigned by House.

Teacher Expectations:

Group Groundrules:

(Questions to consider: 1) How do we integrate new members into the group? 2) What is the maximum size you feel the group should be? 3) Can a non-member (student, parent, sibling, teacher or administrator) visit the group?

II. CONFIDENTIALITY

Program Requirements

1) Groups should come to an agreement about how to handle this. 2) Advisors are available on a one-to-one basis as well as during group time.

Teacher Expectations:

Group Groundrules:

(Questions to consider: 1) Are there guidelines for when things that are discussed in Advisor Group can be talked about outside of the group and when they should not be? 2) What areas of discussion if any, are to be "off limits"? 3) If a member brings up an issue involving a teacher or students, not in the group, should the person's name be used?)

III. ATTENDANCE

Program Requirements:

1) Members are expected to attend all sessions.

2) Members are expected to come on time and stay till the end.

Teacher Expectations:

Group Groundrules:

(Questions to consider: (1) What are the group's expectations around attendance and absenteeism? (2) What constitutes an acceptable excuse? (3) What should the

group do if a member misses several sessions in a row? Since credit is being given for this group, should this be a strict requirement?)

IV. PARTICIPATION

Program Requirements:

1) The group should come to an agreement about what is expected of group members in terms of participation.

Teacher Expectations:

Group groundrules:

(Questions to consider: (1) What are the group's expectations about individual participation? (2) What should happen when a particular member is silent for a long time? (3) How should the group handle people not listening to each other, or misinterpreting each other? (4) Should a member be allowed to interrupt another member? If so, under what circumstances?)

V. PARENTAL CONTACT:

Program Requirements:

1) Advisors will introduce themselves and the program to parents through a letter and/or a phone call.

2) Advisors are available as a link between the parents and the school.

Teacher Expectations:

Group Groundrules:

(Questions to consider: (1) Should there be any guidelines concerning phone calls to members' homes? (2) Are there particular things members want and don't want said to their parents? (3) How much contact between parents and advisors is desirable?)

VI. TRIPS:

Program Requirements:

1) TA groups can leave the building (within walking distance) for one period, if permission slips have been signed by all group members' parents.

Teacher Expectations:

Group Groundrules:

(Questions to consider: (1) What if half the group wants to go out (i.e., coffee or pizza) and half don't? (2) Should the group take any after school, all-day, or weekend trips together?

UNIT I
EXERCISE FOUR
STUDENT WORKBOOK, P. 17

SCHOOL GROUND RULES

Check the person(s) you would go to to take care of the following:	H.M.	T.I.C.	GUIDANCE COUNSELOR	H.R. TEACHER	CLASS TEACHER
Transcripts					
Lunch Tickets					
Late Arrival					
Absence					
Schedule Conflict					
Locker & Lock					
Early Dismissal					
Conflict with Teacher					
Personal Problems					
MBTA Badges					
Attendance Verification					
Field Trip Permit					
Corridor Passes					

UNIT I
EXERCISE FIVE: THE GREAT BUILDING MARATHON: A FRESHMAN PRIZE COMPETITION

GOALS FOR STUDENTS:

1. To develop group spirit and organizing skills through participation in class-wide competition.
2. To develop knowledge of the physical layout of the building, i.e. the actual location of various programs and resources.

DESCRIPTION OF ACTIVITY

For this activity you will need Destination Cards and a scoring sheet, included in the teacher Advisor Materials Kit.

At the beginning of the advising period, the advisor will read the following instructions and guidelines:

We are about to participate in a school-wide freshman advising group competition, with a $15 cash prize to be awarded the winning group. The competition is designed to test the group's knowledge of the CRLS building. I will pass out a set of Destination Cards, designating various areas of the building. As a group, we must take each of these cards to the designated area, have it signed by the appropriate person in charge, and, when all the cards are signed, return to this room. The group which accomplishes this task in the shortest time wins the prize.

The guidelines for this contest are as follows:

1. No running - each group must proceed at a walk.
2. If the person in charge is not present at a given location, the advisor may sign the card.
3. The group must decide what route to take without the assistance of the advisor. It would be wise to take a few minutes to map out the shortest route. If a group is stuck, the advisor may provide the location of a specific area. However, the group is penalized one minute for each location (i.e., floor, room number, etc.) provided by the advisor.
4. Any group with perfect attendance for the contest receives a bonus of two minutes, to be subtracted from its final time.
5. There is a penalty of 10 minutes for any missed station.
6. The winning group will receive a cash prize of $15, with the condition that the money must be spent as a group.

After reading the above instructions, pass out the Destination cards to the group, saying, Begin.

Record the exact starting time (e.g., 10:12:35) on the scoring sheet.

As the group works out its route, count the number of locations, if any, that you provide to the group. Enter this number in the space provided on the scoring sheet.

When the group has devised a route, go with them to each of the locations. Check off the locations on the scoring sheet, as you obtain the signature of each person-in-charge (named on the Destination Cards). If no one is available to sign the card, you may sign it yourself.

When your group has visited all the stations, and when everyone in the group is back in the room, STOP. Record the exact stopping time (e.g., 10:44:45).

Tally up your teams net elapsed time as indicated on the scoring sheet, and submit your scoring sheet to Henry Lukas in the office.

Good Luck!

SOME QUESTIONS FOR FOLLOW-UP DISCUSSION:

1. What have you learned about the building?

2. How did the group decide on a route?

   -- Did everyone participate?

   -- Did anyone feel left out of the decision?

3. Could the group have worked more efficiently? How?

UNIT I
EXERCISE SIX: IN-HOUSE RESOURCES

GOALS FOR STUDENTS:

1. To become familiar with the many learning programs and support services available at CRLS.
2. To have an opportunity to visit some of these services and meet the people in charge.
3. To participate in selecting these programs the group will explore.

DESCRIPTION OF ACTIVITY

A variety of support programs operate right inside the high school. As freshmen, students know little or nothing about these services. In this activity, students choose the services and programs that seem most interesting to them. Visits are then scheduled throughout the year.

The first step is to pass out a list of the special services and programs that are available. (Student Workbook, p. 18). Discussion centers around the following questions:

- Have you heard of any of these before?
- Do you know people who are in them or have used them?
- What have you heard?

This discussion will help create an initial familiarity and possibly correct some misconceptions. The next step is for each student to choose the five s/he is most interested in exploring further. Then students share their lists and try to agree upon five or six to visit as a group over the course of the year. This decision can be made simply by tallying votes, or students with a particularly strong interest can try to persuade the group to include their selections, regardless of number of votes.

Once the list has been decided, it is up to the teacher to begin scheduling these visits. It is good to intersperse them with other activities to provide students with a change of pace. In some cases it might be just as useful for a spokesperson for the program to come to the group to give an overview of the programs and answer questions. Then students with a further interest could arrange a visit to the program.

During or immediately following each visit or speaker, students fill out an In-House Resource Form (Student Workbook, p. 19). Spend the first 5-10 minutes of your next meeting sharing their responses to question 3 -- "One thing you learned about this site that you didn't know before your visit."

UNIT I
EXERCISE SIX
STUDENT WORKBOOK, P. 18

SERVICES AND PROGRAMS AT CRLS

A variety of support programs and services operate right inside our high school. During this year we will have the opportunity to visit some of them and find out more about what they can offer you.

Read over the list below. Select the five programs you would be most interested in visiting.

- Have you heard of any of these programs before?
- Do you know people who are in them or have used them?
- What have you heard?

Select the five programs you would be most interested in visiting.

1. Career Resource Center
2. Adolescent Parenting Program
3. Nurse's Office
4. School Volunteers
5. Juvenile Court Project
6. Security
7. Occupational Education
8. Community Based Learning Program
9. Drug and Alcohol Programs
10. Student Service Center
11. Student Government
12. Upward Bound
13. Work Study
14. Bilingual Program
15. Pilot School
16. Fundamental School

UNIT I
EXERCISE SIX
STUDENT WORKBOOK, P. 19

SERVICES AND PROGRAMS AT C.R.L.S.
IN-HOUSE RESOURCE FORM

Site _____ Location _____

1) People who work there:

   1.

   2.

   3.

2) Services offered:

   1.

   2.

   3.

   4.

3) Explain one thing that you learned about this site that you didn't know before your visit.

4) Did you feel comfortable there?

5) When I have more time, I would like to . . .

UNIT I
EXERCISE SEVEN: INTRODUCTION CARDS

GOALS FOR STUDENTS:

1. To learn more about each other's interests and activities.
2. To feel comfortable and safe talking about themselves in the group.

DESCRIPTION OF ACTIVITY

For this activity you will need a set of Youth Effectiveness Training Introduction Cards, included in the Teacher Advisor Materials kit. Everyone sits in a circle. The teacher begins by spreading the cards out where everyone can see them. The instructions are to pick up three cards that represent something about yourself that you would care to share with the group. You show each of the cards to the group, saying why you picked it.

The teacher should do the exercise first to demonstrate how it works for the rest of the group. For example, the picture of the car: "I don't have a Cambridge parking sticker, so every day I worry about getting a ticket." The picture of the phone: "I spend most of my work life on the phone so that when I get home, I seldom talk on the phone."

When a person is finished with the three cards, s/he places them back with the other cards, so that others can pick these same ones if they want. Everyone takes a turn. Leave time at the end to ask students what they learned about group members or the group as a whole that surprised them or that they found particularly interesting.

UNIT I
EXERCISE EIGHT: GUESS WHO I AM

GOALS FOR STUDENTS:

1. To learn more about each other.
2. To draw on what they have learned about each other.

DESCRIPTION OF ACTIVITY

Everyone in the group (including the teacher!) is given a 3x5 card. The task is for everyone to write out some autobiographical information that describes them, but does not make it too obvious who they are. Include such things as: where they live, where they grew up, hobbies, talents, after-school jobs, or activities, major trips they have taken, unusual things about them or their families, etc.

The teacher then collects the cards and reads them aloud while the class attempts to guess who is being described.

An alternative format is for each member of the group to fill out a chart (Student Workbook, p. 20) detailing their taste in everything from food to books. Students do not put their names on these; each student is assigned a number instead. Then they are collected and passed out randomly. Each student has to guess who filled out the form s/he is holding, based on the information.

UNIT I
EXERCISE EIGHT
STUDENT WORKBOOK, P. 20

	MUSIC	MOVIE	BOOK	SPORT	COLOR	HOBBY	PLACE TO GO	ANIMAL	SCHOOL SUBJECT	TV SHOW	FOOD
CODE NUMBER:											
MY FAVORITE											
MY FAVORITE FIVE YEARS AGO											
MY PARENTS' FAVORITE											
MY BEST FRIEND'S FAVORITE											

UNIT I
EXERCISE NINE: TOWER BUILDING

GOALS FOR STUDENTS:

1. To become more aware of the dynamics within a group trying to accomplish a task.
2. To work cooperatively towards the accomplishment of a goal.
3. To have the opportunity to exercise leadership ability.

DESCRIPTION OF ACTIVITIES:

This exercise is a group cooperation game. Divide the students into groups of 4 or 5. They will have 15 minutes to build a tower using IBM cards. * The team building the tallest tower in that time is the winner. The tower must be standing at the end -- no credit for a tower that topples.

After the exercise is completed, and the winner declared the entire group comes together to process what happened. The following questions can be used to structure that discussion:

1. How did you decide what the tower would look like?
2. Who decided what design to use?
3. Was it any one person's idea?
4. How did you decide who would do what?
5. Did you have a leader?
6. How was the leader chosen?
7. Did everyone help with the building?
8. Was there anyone who did not help?
9. If so, do you know why why they did not help?
10. Was this a difficult task?
11. Was there any conflict in your group?
12. If so, how was the conflict settled?

---

*IBM cards can be obtained from Teacher Advisor Coordinator.

UNIT I
EXERCISE TEN:
WHOM DO YOU TRUST?/WHOM DO YOU TALK TO?

GOALS FOR STUDENTS:

1. To become more aware of where, when and with whom they feel comfortable sharing information about themselves.
2. To surface concerns about trust and confidentiality.
3. To think about what they want from their Advisor Group.

DESCRIPTION OF ACTIVITY

The teacher passes out the worksheet: Whom Do You Trust/Whom do You Talk To? (Student Workbook, P. 21), asking everyone to take 5-10 minutes to fill it out.

The discussion revolves around a search for patterns that will tell the group something about whom they are comfortable talking to and about what. The following questions will help structure that discussion:

1. Are there certain kinds of issues/problems that you are most likely to take to a friend of the same sex? Of a different sex? To family rather than friends? To an older person rather than one of your age?
2. Are there certain people with whom you would not/could not discuss certain issues/problems? Why?
3. What kinds of things wouldn't you discuss with anyone? What do you do with your feelings in that situation?

It will probably become clear in the discussion of these questions that most people are very particular about whom they talk to about important problems/issues in their lives. This provides a good entry point into a discussion of trust for the advisor group. For example: you can ask the group: Given that most people are sensitive about whom they talk to about important issues, how can we make this group a comfortable place to talk? Are there certain ground rules that would help? Are there ways of handling discussions that would help?

UNIT I
EXERCISE TEN
STUDENT WORKBOOK, P. 21

WHOM DO YOU TRUST/WHOM DO YOU TALK TO?

Instructions: Answer the following questions by choosing one or more people from the list below, or choosing "no one", if you don't talk to anyone.

best female friend	boy/girlfriend	mother or father
teacher or counselor	best male friend	sisters or brothers
youth worker	no one	other teacher/advisor

1. If you fell in love, who would be the first person you'd tell about it?

2. If you were having trouble in your relationship with your boyfriend/girlfriend, whom would you talk to about it?

3. Whom would you talk to about sex?

4. If you were having trouble, or in trouble at school, whom would you talk to about it?

5. If you were angry about something going on at home, whom whould you talk to about it?

6. If there is something about your appearance you're not satisfied with, with whom are you most likely to discuss it?

7. If you did something illegal, whom would you talk to about it?

8. If you won an award, or prize, or gained recognition for something you did, who would be the first person you would tell about it?

9. Whom would you talk to about what you like or dislike about your boyfriend/girlfriend?

10. Whom would you talk to about not feeling well physically?

11. If there were racial tension building up in your neighborhood, whom would you talk to about it?

12. Whom will you cry with.

13. Who knows you best.

14. With whom do you act most like yourself?

15. If you thought you were treated unfairly by a teacher, or an employer, whom would you talk to about it?

16. If you had a fight with your best friend, whom would you talk to about it?

UNIT I
EXERCISE ELEVEN: AWARDS

GOALS FOR STUDENTS: 1. To draw on what they have learned about each other.

2. To get positive feedback from other group members.

DESCRIPTION OF ACTIVITY

The names of everyone in the group go into a hat, box, etc. Everyone then draws one name (keeping it secret whose name they have drawn). If anyone gets their own, they should put it back and try again. Tell students they are to invent a "Certificate of Award" that will be given to the person whose name they have drawn. The Award should be based on what they have learned about that person in the group. (If someone has trouble thinking of anything, they can consult someone in the group for help).

To warm up for the exercise, you can get students to try their hands at naming awards. For example: the _____ award for always coming on time. The _____ award for making everyone laugh.

Students then fill out the Certificate of Award form (Student Workbook, p. 22). When everyone is ready the Award Ceremony can begin. Encourage students to ham it up a bit. Each presenter should stand, and present the award, first naming the Award and then, when the suspense has built up, naming the winner.

UNIT I
EXERCISE ELEVEN
STUDENT WORKBOOK, P. 22

CAMBRIDGE RINDGE AND LATIN SCHOOL
CERTIFICATE OF AWARD

Title of Award _____

This Certificate is known as the _____ award.

It is awarded to _____

for _____.

Examples:

Waterwings award: to John Smith for being on the swim team.

Slam dunk award: to _____ for outstanding performance at a Basketball game.

Dear Abby award to _____ for listening to everyone's problems.

UNIT I
EXERCISE TWELVE: TWAS RIGHT BEFORE HOLIDAYS . . .

GOALS FOR STUDENTS:

1. To share holiday rituals and customs.
2. To have a place to talk about some of the feelings (positive and negative) connected to the holiday season.

DESCRIPTION OF ACTIVITY

The three questions below can be used as the basis for a group discussion. The format could be one of going around the circle on each question, allowing each member to take a turn answering each question.

This discussion will probably take only part of a period, so the teacher should be prepared with a game (see Interactive Techniques, p. 5) or possibly holiday "treats" for the rest of the time.

Suggested Questions:

1. How does your family usually celebrate the holiday season? Mention also special customs, foods, decorations, etc.

2. What are you most looking forward to about vacation? What are you least looking forward to?

3. Describe a holiday season that sticks out in your memory.

UNIT I
EXERCISE THIRTEEN: COMPOSITE GROUP PORTRAIT

GOALS FOR STUDENTS:

1. To have an opportunity to clarify for themselves, as well as for others in the group, the racial/cultural/ethnic groups with which they identify.
2. To become aware of the racial/ethnic/cultural diversity within the TAP group and in CRLS as a whole.
3. To see their differences as strengthening, rather than detracting from the overall cohesion of the group.

DESCRIPTION OF ACTIVITY

In this session, students work together to create a composite portrait of themselves as a group. This is accomplished by filling in the blanks in an already prepared statement of group identity. (See Student Workbook, p. 23) We recommend that the teacher copy the statement -- with the blanks -- onto a large sheet of newsprint before the group begins. This sheet is then tacked up on the wall or blackboard where everyone can see it. One student is selected to be the recorder, using magic marker to fill in the blanks with the appropriate information.

The teacher reads each sentence aloud, asking the students to provide the information needed to fill in the blanks. Most questions require an answer from each student. The group might want to work out a systematic way to "go around the circle" on each question. For example, always starting with a particular student and moving to his/her right.

The recorder, with the group's help, notes down each answer that is different; i.e, as students go around and say where they have come from, the recorder writes down each different place outside the Cambridge/Boston area, and then counts up the number of people from Cambridge/Boston to come up with the number to fill in the appropriate blank. The recorder should of course, also share his/her answer to each question.

Students may need help in answering some of the questions. For example: "We are from the following different racial/ethnic/cultural backgrounds:" Explain that what is called for here is for each student to state the racial, ethnic or cultural group with which s/he primarily identifies, i.e., black, white, Puerto Rican, Haitian, Portuguese, Greek, Jewish, Italian, Irish, etc. It is up to each student how s/he identifies him/herself. A student with Italian ancestry may or may not want to call him/herself Italian. A student from Cape Verde may or may not want to call him/herself Portuguese. At times, these answers may surprise other students who utilize more simplistic schema in identifying each other. This is fine. One of the goals of the exercise is to point out the complexities in the ways people identify themselves.

EXFRCISE THIRTEEN, continued

In the statement on religion, students who feel no religious affiliation should feel free to say so. The music statement can be answered with names of favorite groups or artists, as well as types of music. If students have trouble with the term "cultural heroes" ask them which famous person(s) (alive or dead) they most admire or would most like to meet. The last statement, about the desert island, should be interpreted broadly to include anything from daily survival skills like cooking, building, or making fires to social skills (setting up a form of government) to talents (keeping spirits up by playing music).

As soon as the portrait is complete, we suggest asking students to react to the exercise through responding to some open-ended questions:

1. As you look over the composite portrait, what strikes you about it?

2. Does anything about it surprise you?

3. Are there any general statements you could make about this group based on the portrait?

4. Are there statements we need to add to the portrait to make it a more complete and accurate representation of our group identity?

5. How typical is our group of the school as a whole? Are there any races/ethnic groups that are not represented that are present in the school as a whole?

UNIT I
EXERCISE THIRTEEN: COMPOSITE GROUP PORTRAIT
STUDENT WORKBOOK, P. 23

We are a group of _____ freshmen at CRLS. _____ of us are females; _____ of us are males. Our average age is _____. _____ of us were born in the Cambridge/Boston area and _____ of us have come here from other places such as: _____

_____

Among us we can speak _____ languages, including: _____

_____.

Our religions include:_____.

The neighborhoods in Cambridge that we live in are: _____

_____.

____ of us have jobs, like _____.

_____ of us made the Honor Roll last semester. _____ of us live with one parent, and _____ with two parents, and _____ with relatives or friends. _____ of us live in big families (4 or more children); _____ _____ of us in small families. The things we most enjoy doing with our free time include: _____

_____.

We participate in after-school activities like: _____

_____.

The types of music we listen to include:_____

_____.

Our cultural heroes are:_____.

Our astrological signs are: _____.

If we were stranded together on a desert island, some of the skills we have that would help us survive are: _____

_____.

UNIT I
EXERCISE FOURTEEN: GROUP MURAL

GOALS FOR STUDENTS:

1. To work together cooperative in teams.
2. To utilize the information from the composite group portrait.
3. To create a visual representation of the group.

DESCRIPTION OF ACTIVITY

In this exercise students give visual representation to what they shared in the composite group portrait by creating a group mural. The following materials will be required: 4 or 5 sheets of poster board, or one large roll of paper, glue, photographs of group members, old magazines, scissors, magic markers.

Divide the group into 4 teams, each of which takes on a specific part of the composite portrait to illustrate. The tasks for the small groups are as follows:

Group 1: illustrates the first 6 sentences of the composite portrait, which include information on sex, age, places or origin, languages, racial/ethnic/cultural backgrounds, and religion.

Group 2: illustrates the next 5 sentences, which include information on the neighborhoods people live in, jobs, school achievement and family.

Group 3: illustrates the next 5 sentences, which include information on free time, after-school activities, music, heroes, and astrological signs.

Group 4: illustrates the last sentence, giving people's survival skills.

In contributing their part to the final mural, each group can use any of the available materials -- they can draw, letter, use cut-outs from magazines, or photographs. Instruct the groups to plan their part of the mural before they begin. They may want to make a preliminary sketch or design. It is important each group work as a team so everyone feels satisfied with the results.

If separate sheets of poster board are being used, the final step will be to assemble these in some kind of order to achieve the finished mural.

UNIT I
EXERCISE FIFTEEN: PUTTING OURSELVES ON THE MAP

GOALS FOR STUDENTS:

1. To learn some basic mapping skills.
2. To learn the locations of the many countries of origin of students at CRLS.

DESCRIPTION OF ACTIVITY

In the first part of this activity each student is given a worksheet containing three maps: Cambridge, the U.S., and the World. The task for each student is to locate where s/he lives on the Cambridge map, and to use the U.S. or World map to locate where the furthest back relative(s) s/he knows of in the family was (were) born.

Some students might know right off that a grandparent lived in Ireland. Some might know only that a great grandparent came to th Boston area from North Carolina' but not be able to trace further back than that. You should be enthusiastic about whatever students know, encouraging them to put it on the map, even if they can't go very far back. Then you can encourage them to try to find out more by asking other family members.

During this exercise, you should circulate to help students find the places on the maps. If, from circulating, you see that a number of students know a fair amount about family origins, or their family tree, or have migration/ immigration stories to tell, you should encourage them to share these when everyone has completed their worksheets. You should collect the worksheets and save them for the second part of the activity, described below.

The second part of this activity involves going to the Student Service Center where there will be a display of large maps. This trip can be made the same period, if there is time and if people know enough without asking at home, or you can go at the beginning of the next session. The task is for each student, with the help of his/her worksheet, classmates, and teacher to locate on the big maps where s/he lives and where the furthest back person(s) in the family lived. For this purpose two different colors of magic markers will be provided: RED DOT: WHERE YOU LIVE: BLUE DOT: WHERE THE FURTHEST BACK PERSON(S) LIVED.

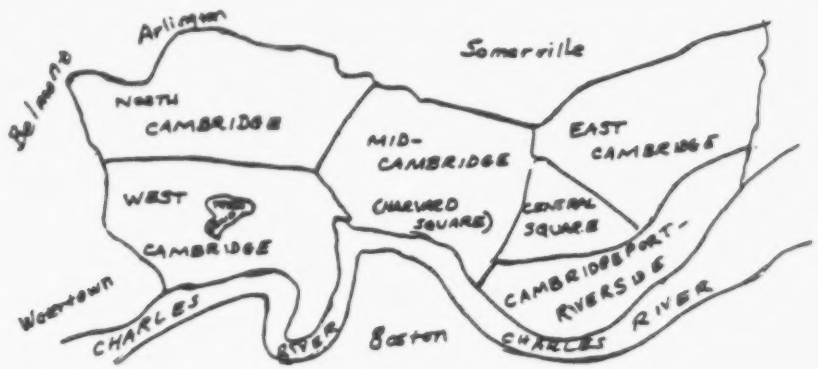
After all of the advisor groups have had a chance to enter their information the maps will be a display of just how multi-cultural CRLS really is!

UNIT I
EXERCISE FIFTEEN
STUDENT WORKBOOK, P. 24

NAME _____

Everyone who lives in the United States today is either an immigrant or the descendant of immigrants.* This means that every family in Cambridge today was originally from someplace else. This week we will try to trace our roots -- to find out where our families live now and where they came from originally.
*Many would consider indigenous native Americans to be an exception.

I. NOW. On the map of Cambridge below mark the approximate spot where you live.



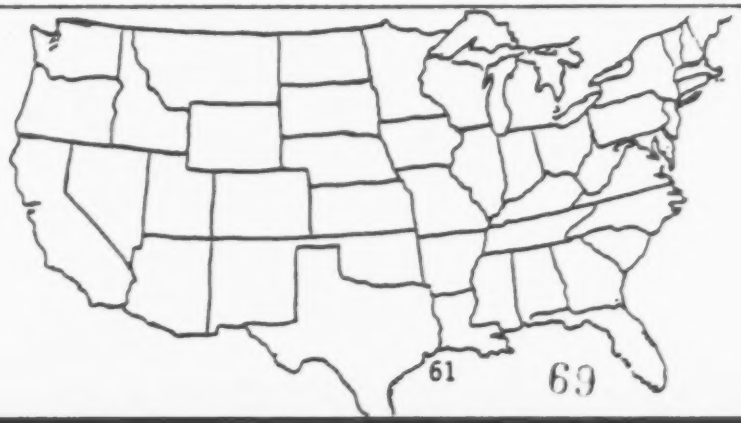
My address _____

My neighborhood _____

II. BEFORE: Now we are ready to trace our families' roots beyond Cambridge. Originally our ancestors probably came from Asia, Africa or Europe, but this may have been hundreds of years ago. Some families lived in other parts of the United States before coming to Cambridge. Below is a map of the United States and on the other side of this paper there is a map of the world. Try to locate the place or places your family came from and stopped at on the way to Cambridge. Mark the places on the maps. If you are not sure, ask relatives, especially the older ones, to help.

Parts of my family originally came from such places as _____

_____



UNIT I
STUDENT WORKBOOK, P. 5

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STUDENT WORKBOOK, P. 26

ADVISOR ADVISEE CONFERENCE FORM

The following form is designed to be filled out by the advisor and advisee together. At the first conference of the school year, scheduled for September - October, the focus is on the student's schooling and learning history (sections II, III and IV). At the second conference, scheduled for January - February, the focus is on setting goals and choosing courses for sophomore year, (section V).

STUDENT'S NAME: _____ ADVISOR: _____

DATE ENTERED CRLS: _____ Date of Conference: _____

HOUSE OR PROGRAM: _____ Date of Conference: _____

I. Current Academic Status:

At Conference I, fill in the names of all courses the student is taking. At Conference 2, fill in the number of credits s/he received for each course and the names of second semester courses.

COURSE	CREDITS	
_____		Semester 1
_____		Semester 2

II. Student's Evaluation of Own Past Learning.

Note: This section of the Plan is filled out by Advisor and Advisee working together.

1. Where did you attend school for the past two years?

2. During the past two years, what courses did you learn most from in school? Please check. Specify name of course if you can.

_____	Math	_____	Drama
_____	English	_____	Vocational Ed. (shops)
_____	Social Studies	_____	Home Economics
_____	History	_____	Business
_____	Science	_____	Arts
_____	Other		

STUDENT WORKBOOK, P. 27

ADVISOR/ADVISEE CONFERENCE FORM, continued

3. During the past two years who/what did you learn from outside of school? (List specific people, experiences, jobs or organizations -- teams, clubs -- that helped you learn new skills, new ideas, etc.)

4. In which of these areas do you have trouble learning what you want to know? Please check.

____ reading	____ adding	____ history
____ vocabulary	____ subtracting	____ science
____ spelling	____ multiplying	____ shops
____ writing	____ dividing	____ list others

5. What gets in the way of your learning? Please check.

____ class is boring	____ need more time in class
____ trouble with teacher	____ miss a lot of school
____ I don't like to ask questions	____ need extra help
____ other	

6. Which of the following skills have you acquired (or are you in the process of learning)?

____ typing	____ photography	____ managing money
____ carpentry	____ cooking	____ social (getting
____ child care	____ organizing (getting	along with diverse
____ auto repair	together an event,	people)
____ job readiness	trip, dance, etc.)	____ other

7. I would be better in class, if: (Please check.)

More	Less	
____	____	Group discussions
____	____	Board work
____	____	Explanation
____	____	Written materials (books articles, etc.)
____	____	Activities (like making something with my hands, or learning by doing something)
____	____	Individual Help
____	____	Homework
____	____	Tests and quizzes
____	____	Writing assignments and projects.
____	____	Sleep at night.

STUDENT WORKBOOK, P. 28

ADVISOR/ADVISEE CONFERENCE FORM, continued

III. Occupational History, Interests and Needs

Note: This section is to be filled out by Advisor interviewing Advisee and recording her/his responses.

1. Have you ever had a paying job? What jobs have you had?

2. Which did you like best? Why?

3. Are you working at, or do you intend to work at a paying job during this school year? What type of job?

4. What ideas do you have now as to what kind of job you might like, or career you'd like to go into after you graduate from high school?

5. Do you know what skills and credentials are required to get that job?

IV. Participation in School Governance and Activities

Note: This section is to be filled out by Advisor and Advisee working together.

List all clubs, activities, committees, etc. student participated in.

Previous School	CRLS

STUDENT WORKBOOK, P. 29

ADVISOR/ADVISEE CONFERENCE FORM, continued

V. Goals

At Conference one, interview the student on the questions listed under "This Year". Record the answers in detail. At Conference two, interview the student on questions listed under "Next Year" again recording the answers in detail.

THIS YEAR

1. What are your academic goals for this year? In other words, what skills do you want to have gained by the end of the year?

   What subjects do you want to have studied?

2. What changes in the way you approach school and learning would you like to make during this year?

3. What school activities would you like to have participated in by the end of this school year?

NEXT YEAR

1. What are your academic goals for next year?

   What skills do you want to gain next year?

   What subjects do you want to study?

2. What steps towards future vocations/schooling do you want to have taken by the end of the year?

3. Given these goals, and the evaluation of your own learning style that we did at the first conference, which courses are you considering for next year?

STUDENT WORKBOOK, P. 30

REPORT CARD EVALUATION

STUDENT:

ADVISOR:

TERM:

DATE:

1. What is your grade point average? _____

2. How many days were you absent from school? _____ Tardy? _____

3. What was/were your best grade(s)? Class _____ Grade _____

   Class _____ Grade _____

   Why? _____

4. What was/were your worst grade(s)? Class _____ Grade _____

   Class _____ Grade _____

   Why? _____

5. Have you ever gotten detention? _____

   _____

6. Do you have contracts in your classes?

List Classes	Contract	No Contract

7. What will you do to improve your grades and performance in _____ class?

8. What can I do as your Teacher Advisor to help you improve your grades and performance in _____ class?

Sign:

FOLLOW-UP TO REPORT CARD EVALUATION

1. Explain what an average is. (Add items, divide by # of items.)

2. Discuss self-pride in work in terms of grades and best efforts, even in courses where grades are good.

3. Discuss homework as practice, i.e., good basketball players and musicians practice all the time. To be good in a subject, you must practice, i.e., do all the homework. It takes effort and work to be successful.

4. Discuss the kinds of absences from school and class, reasons why and consequences.

5. Accuracy of grades and absences on report cards. How to change inaccurate records and whom to see.

6. Goal of H.S. diploma/career/future.

INTRODUCTION TO UNIT II: EMPOWERMENT

During the second semester of Ninth Grade TAP, the emphasis is on educational empowerment. By now students have developed some familiarity with their environment, and they are acquainted with each other and some of the resources of the school. The goal for the rest of the year is to move them towards taking themselves and their schooling seriously, to encourage them to take responsibility for their own education.

In a large, urban, multi-cultural high school, such as CRLS, an important part of educational empowerment is for students to come to terms with their social identities. Students have a great deal to gain from the experience of talking to each other in integrated, co-educational groups about race, ethnicity, culture, and sex roles. Discomfort with people of other races, and reluctance to challenge traditional sex role patterns can limit the extent to which students utilize the full range of academic and recreational programs available at CRLS. The more students interact directly with peers who are different from themselves, the more they talk directly about the limiting effects of sex roles and prejudices, the more likely they are to explore classes and activities where theirs is not the dominant or expected race, culture, or sex.

Unit II begins with the concrete task of understanding and participating in the course selection and scheduling process. In late January, just halfway through their freshman year, students select courses for sophomore year. The first two activities help them focus on this task, and learn the skills involved in making appropriate choices for themselves. In addition, during January and February, a second Advisor-Advisee conference takes place, where the main purpose is planning for next year.

The next three exercises involve students in an exploration of their schooling histories. After making a composite schooling history tape, they look for patterns in their own and others schooling experiences, paying special attention to the way behavior patterns are developed and reinforced.

An activity to introduce students to courses and electives they might not have ever thought about is a special opportunity for pairs of students to visit these courses and to interview teachers about their department and course offerings. This activity should be described to students at the beginning of Unit II so that the visits may be coordinated by the teacher/advisor in a more leisurely way. (Student Workbook, p. 31)

In the next series of exercises, students explore the impact of background characteristics -- such as sex, race/ethnicity, cultural background and social class on school experiences and performance. They explore both the possibilities and problems created by attending a multi-cultural high school. Students fill out a chart and questionnaire which focus them on when they are in the majority

INTRODUCTION TO UNIT II, continued

and when they are in the minority, on when they are most and least aware of their sex, race, ethnicity, and class. They read a poll which stresses teenagers' positive racial attitudes, followed by case studies which present some of the difficult dilemmas and tensions confronting students in a comprehensive, multi-cultural high school. Finally, they discuss the role of the school in fostering a positive coeducational, multi-cultural environment.

In the last series of exercises, students are asked to engage in an evaluative introspective process. They think back over freshman year, and write speeches for incoming freshmen. They analyze their own skills and project dreams for the future through creating "Time Life Lines". They translate their dreams into longterm and immediate goals and then share these with each other. Finally, students evaluate the TAP group, reviewing the activities of the year, and making suggestions for the future.

This Unit involves a great deal of group discussion. Charts, questionnaires, case studies are all used as taking off points for discussion. It is crucial to keep fostering and building on the discussion and group skills emphasized in Unit I. Some of the discussions called for in Unit II are difficult, as they involve topics that are often left unexplored. Open discussions of sex roles, race, ethnic and cultural differences - no matter how awkward or difficult to initiate -- enhance students' educational experience and promote harmony in the school. The games described in Interactive Techniques will continue to be useful. Additional ideas can be found in The New Games Book, and More New Games. Periodic visits to school resources should also be continued throughout the year. Trust your own intuitions as to when another activity might be more useful than the discussion at hand. Students enjoy snacks and trips to local points of interest which add depth to this unit, i.e., the Heritage Library in East Cambridge, Iruna Spanish Restaurant.

UNIT II
STUDENT WORKBOOK, P. 31

SPECIAL ACTIVITY – COURSE VISITATIONS

PART A

Program or Class Visited _____ Time Spent: _____ Teacher: _____

Why chosen: _____

What kinds of things were going on in the class?

a. What was the day's lesson about?

b. What were the students doing?

c. Was they something that makes this class especially enjoyable?

d. Would you like to take this course? Why?

e. Would you recommend it to other students? Why?

Person Interviewed: (Teacher) _____

PART B

Interview Questions

1. What subjects do you teach?

2. Are there any prerequisites for this course?

3. What do you expect from students in this course?

4. What type of homework is required?

5. What type of student is this course recommended for?

6. What other courses are available for students who like this course?

7. Why should students take courses in your department?

UNIT II

COURSE VISITATION PASS
THIS COUPON ENTITLES THE BEARER

_____

TO VISIT _____ (CLASS)

IN ROOM _____ DURING _____ PERIOD

ON _____

TAP ADVISER _____

SUBJECT TEACHER _____

COURSE VISITATION PASS
THIS COUPON ENTITLES THE BEARER

_____

TO VISIT _____ (CLASS)

IN ROOM _____ DURING _____ PERIOD

ON _____

TAP ADVISER _____

SUBJECT TEACHER _____

COURSE VISITATION PASS
THIS COUPON ENTITLES THE BEARER

_____

TO VISIT _____ (CLASS)

IN ROOM _____ DURING _____ PERIOD

ON _____

TAP ADVISER _____

SUBJECT TEACHER _____

UNIT II
EXERCISE ONE: PREPARING FOR COURSE SELECTIONS

GOALS FOR STUDENTS:

1. To have an opportunity to clarify for themselves, as well as for others in the group, the racial/cultural/ethnic groups with which they identify.

2. To become aware of the racial/ethnic/cultural diversity within the TAP group and in CRLS as a whole.

3. To get the students to identify different values and ideas regarding a "successful high school career."

4. To help students focus on the goal of success and to focus on their own goals and how they can be met.

5. Can be used as preparation to goal-setting discussions.

DESCRIPTION OF ACTIVITY

In the first part of this activity, students work individually to fill out the chart "Where Do I Stand on Graduation Requirements?" This should take 10-15 minutes. This will help them become clearer about what they need to take next year. These charts should be saved, and utilized by the student and Advisor when they have their one-to-one conference.

When students have completed the chart, the teacher describes to students the course selection process for next year. Then, ask them to think about how they selected their classes for this year. The rest of the session will be spent on a discussion of how students choose classes. Begin the discussion by having students as a group, respond to and discuss the following:

"What did you consider in choosing courses for this year?" Rank order the following considerations:

-- I took what my parents wanted me to take.

-- I took courses that my friends were taking.

-- I took what sounded most interesting.

-- I took courses I thought would help me with my skills.

-- I took whatever they told me to take.

SUCCESS IN HIGH SCHOOL

Most people think success in high school is . . .

Most teachers think success in high school is . . .

My parents' idea of success in high school is . . .

Most high school students think success in high school is . . .

I think success in high school is . . .

UNIT II
EXERCISE ONE
STUDENT WORKBOOK, P. 32

WHERE DO I STAND ON GRADUATION REQUIREMENTS?

REQUIRED CREDITS	CREDITS EARNED AS OF LAST REPORT CARD	CREDITS FOR CURRENT CLASSES	REMAINING NO. OF CREDITS NEEDED
1. 8 Semesters of English = 30 credits			
2. 1 year of Science = 10 credits			
3. 1 year of Math = 10 credits			
4. 3 years of Soc. Studies (at least 20 credits, of which 10 are in U.S. His).			
5. 4 years of P.E. = 6 credits			
6. 1 year of Health = 6 credits			
7. Pass a swimming test.			

UNIT II
EXERCISE TWO: USING THE COURSE DESCRIPTIONS

GOALS FOR STUDENTS:

1. To prepare for the course selection process by practicing reading course descriptions.
2. To select courses for two very different types of students.

DESCRIPTION OF ACTIVITY

Divide students into pairs. Each pair is given two descriptions of "typical students" Marcia and Mark (see Student Workbook, pp. 33-34) and the new course catalogue. Their task to is choose 5 courses for each of these students to take next year. At least 3 of the courses must fulfill graduation requirements.

When all of the pairs have completed the task, the teacher advisor reconvenes the whole group to share and compare their course selections. Each pair should report first on the choices they made for Marcia, giving reasons for each of these choices. If there are major disagreements among the pairs about which courses would be appropriate they should be encouraged to refer back to the course descriptions in defending their selections. At the end of this process, the whole group could vote on which seems the best plan for Marcia. The same process is then repeated for Mark. By the end of this activity, students should have a good sense of how to "read between the lines" of the course descriptions, and how to relate these descriptions to their own academic histories and learning styles.

UNIT II
EXERCISE TWO:
STUDENT WORKBOOK P. 33

Student 1: Marcia

Up until about 6th grade Marcia really liked school. She especially enjoyed reading time and some of the social studies projects they did. But ever since then, she says, "I haven't been able to get into it." She feels like she can't write at all. She never has really understood decimals or fractions. She likes to read -- but not the kind of stuff assigned in school. Her favorites are romance novels.

Her first semester at CRLS has, in some ways, not been as bad as she expected. She didn't flunk anything, but she also didn't like any of her courses too much. And now, barely halfway through the first year, she's being asked to pick all her classes for the second half year. Somewhere in the back of her mind is the thought that the next year of high school might be her last: "I'm not doing so good here, I might as well get a job and earn some money." Outside of school Marcia enjoys hanging around with her friends.

Choose at lease 5 courses for Marcia. Three of the courses must be directly related to graduation requirements.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

UNIT II
EXERCISE TWO:
STUDENT WORKBOOK P. 34

STUDENT 2: Mark

Mark has always done well in school, although not as well as he could do. He has often felt bored by school and not motivated to do his best. He would rather spend his time reading books he chooses (he especially likes history and current politics) or reading the newspaper. He's resentful of teachers who assign long papers on "stupid topics", and he hates class discussions in which nobody knows what they're talking about."

Thus far Mark has found math the most challenging of his school subjects. This year he is taking Honors Algebra and getting straight A's in it. Mark is also a good athlete, although here too he has never really applied himself. Besides reading and riding his bike, he enjoys hiking and camping quite a bit.

Choose at least five courses for Mark. Three of the courses must be directly related to graduation requirements.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

UNIT II
EXERCISE TWO:
STUDENT WORKBOOK, P. 35

MY CREATIVE COURSE OPTIONS

BUSINESS EDUCATION	MUSIC	ART	DRAMA
Explanation Courses Open to Sophomores			
MODERN LANGUAGE	OCCUPATIONAL THERAPY	COMPUTER TECHNOLOGY	

87

59

UNIT II
EXERCISE THREE: PEER ADVOCACY/ WORKING THE C.R.L.S. LEARNING SYSTEM

GOALS FOR STUDENTS:

1. To learn to negotiate the system at C.R.L.S.
2. To practice self-advocacy and peer advocacy through role playing.
3. To help students understand the perspective of teachers and administrators.

DESCRIPTION OF ACTIVITY

In this activity students role-play several situations that occur frequently in the high school.

Have the students as a group read over each situation and brainstorm about how people in the situation might feel and act and why. You may have to tell students about the roles of each of these people (Housemaster, TIC, etc.) then the role play can begin. (See Suggestions on Role Playing, p. 11)

In each role play situation a student should be assigned to role play a Housemaster, guidance Person, Teacher, TIC and peer/friend and provide input to each situation from that person's perspective.

Foster role playing from a positive position, i.e.

a. What possible reasons would a teacher have for giving a low grade?

b. Why would a Housemaster make a decision to discipline and what are the alternatives?

c. What action can a TIC take to bring about a change?

Discuss using peers as active partners in pursuit of resolution to problems.

Situation #1 Student has been cutting one class a lot and the TIC has called a conference including the student, Housemaster, Guidance person, TIC and parent.

#2 Student has received a grade that s/he feels does not reflect the work done.

#3 Students create a role playing situation from a class or situation they like, then do a class or situation from school in which they had difficulty.

#4 Two girls in Maria's class are giving her dirty looks and calling her names. She is afraid of what could happen.

#5 Michael goes into the bathroom and sees Dave finishing off a pint of whiskey. Dave looks REAL sick.

#6 Donna is worried about her friend Sue because she knows Sue has a lot of family problems. Today in gym Donna saw bruises on Sue's back and arms.

#7 After detention, Nick headed for his locker to get his jacket. On the way, he saw a guy breaking into several lockers and taking things out.

#8 Mark went to Pete's on Thursday for lunch. He needed another dollar so he went out back to borrow one from Terry. Just then Security came in, busted everyone, and suspended them for smoking dope.

UNIT II
EXERCISE FOUR: COMPOSITE SCHOOLING HISTORY

GOALS FOR STUDENTS:

1. To share their schooling experiences.
2. To create a tape that includes experiences from everyone in the group.
3. To see areas of commonalities and differences in their schooling experiences.

DESCRIPTION OF ACTIVITY

Some of the most important information about school is contained in people's own personal histories. In this activity, students reminisce about their school experiences and create a composite schooling history tape. The tape then becomes basic "data" which the students use to reach new understandings of the way school affects people's lives -- their self-images, their expectations, their opportunities for the future. In making the tape, the students learn a great deal about each other as well as about themselves. They see areas of commonalities and differences in their experiences and in their ways of looking at those experiences.

To start the exercise, the teacher brings out a tape recorder and tells the group that everyone is to share some of their more memorable experiences in school -- from the first day of kindergarten right up to the present. To help them along, you will suggest some types of experiences they might have had, and then ask everyone to try to remember a specific incidence of such an experience. For example, all or part of the following list will inspire people's memories:

Grammar School

- first day of school
- most embarrasing moment
- most proud moment
- favorite teacher
- least favorite teacher
- a time you were rewarded
- a time you were punished
- a time when your parents came to school
- a time you were in fight
- a time you did something and didn't get caught
- when you first became aware of the opposite sex
- eighth grade graduation

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High School

- first day of school
- freshman hazing
- most proud moment
- most embarrasing moment
- something you think you are really learning
- areas in which you have difficulty learning
- a time you have been rewarded
- a time you have been punished
- tests
- homework
- a time you were in a fight or saw a fight
- a time you were treated unfairly, fairly.

To start the exercise, the group makes a list together of all the schools people have attended, with the locations if they were not in Cambridge. Then the teacher brings out a tape recorder and the composite schooling history begins.

The teacher's main role in the taping is to create an atmosphere in which everyone is sharing their memories. This will involve supporting the people who seem reluctant to speak, and holding back others who have story after story to tell. The point is to encourage students to be anecdotal, but to discourage them from indulging in "war stories."

UNIT II
EXERCISE FIVE: LOOKING FOR PATTERNS

GOALS FOR STUDENTS: 1. To listen carefully to the composite schooling tape

2. To look for patterns in their schooling experiences.

DESCRIPTION OF ACTIVITY

The tape the students make will undoubtedly contain a great deal of interesting and relevant anecdotal material. In order for the students to analyze this information, the contents have to be translated into a manageable form. In this class session, students are given the opportunity to listen to the whole tape. At the same time, they fill out a worksheet that asks them to categorize the stories they have told. (see Student Workbook, p. 36)

It is worthwhile for students to hear the tape through, even though they made it recently. They may well have been so involved with their own memories and stories that they did not really listen to one another. The worksheet will help them to focus on the content of what was said and search for patterns.

At the end of the tape, the students share what they noted down while the teacher compiles the answers to each of the questions on the board. Since students may have interpreted the tape as a whole on the tape differently, they may find they disagree with each other's responses. They should be encouraged to discuss their disagreements referring to the tape if necessary to see which point of view was supported by the data, or whether more than one view is supportable.

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UNIT II
EXERCISE FIVE: LOOKING FOR PATTERNS
STUDENT WORKBOOK, P. 36

1. What years and events seem to be "turning points" for people in terms of the way they relate to school?

2. What kinds of behavior got people into trouble?

3. What kinds of behavior were rewarded?

4. What turned people on to school?

5. What turned people off to school?

6. Were there any noticeable differences in the schooling experiences of the males and females? If so, try to describe these differences.

7. Were there any noticeable differences in the schooling experiences of blacks, other ethnic groups, and whites? If so, try to name these differences

8. Were they any noticeable differences in the schooling experiences of native English speaking and non-native English speaking students? If so, try to name the differences.

UNIT II
EXERCISE SIX: WHO'S RESPONSIBLE FOR LEARNING?

GOAL FOR STUDENTS: 1. To help the students identify their own responsibility for learning.

DESCRIPTION OF THE ACTIVITY

1. This activity can be done in groups of three or as individuals and shared with the whole group.

2. The five bonus cards are to be filled in by each student according to their interests and concerns.

3. Follow-up questions:

   a) Emphasize differing responsibilities and perceptions of students.

   b) Pick the most controversial topics, where disagreement was greatest.

UNIT II
EXERCISE SIX
STUDENT WORKBOOK, P. 37

RESPONSIBILITY & ATTITUDE

The cards below are to be cut apart and sorted into the following categories. Cards should be sorted by who is responsible for the various tasks.

TEACHER'S	STUDENT'S	PARENT'S	FRIEND'S
AVAILABLE RESOURCES			
bringing notebook, paper and pencil to class	having the latest clothing fashions	helping do classwork	getting to class on time
having notebook	having testbook	providing food and drink	cutting class
keeping informed on all the parties	figuring out grades	providing encouragement	giving assignments
making class interesting	having a positive attitude toward school	having a good time	making sure I get to school on time
having a set study time	having a quiet study place	doing homework	neat, clean classroom
BONUS	BONUS	BONUS	BONUS

UNIT II
EXERCISE SEVEN: LABELS AND ROLES

GOALS FOR STUDENTS:

1. To help students become more aware of the roles they play in school, and the ways they have been labeled in school.
2. To help students think about whether or not these roles or labels are ones they want to continue.
3. To help students become more aware of the important role of school in the development of their self-images.
4. To help students move away from negative roles or labels toward positive ones.

DESCRIPTION OF ACTIVITY

In this exercise students are given a list of labels that are descriptive of the many roles people play in school (see Student Workbook, p. 38). The teacher asks students if the list includes most of the roles students play or are expected to play. They may have additions and/or deletions. When everyone is satisfied with the list, have students note down answers to the three questions concerning their own experiences with labeling in school.

To process this exercise, go around the circle, having everyone share their responses to the questions. This sharing leads to a general discussion of how people feel about the various role labels that have applied to them in their schooling history. The following questions can be used to structure the discussion:

1. Which of these labels have you liked, and which haven't you?
2. How did you acquire your particular label(s)?
3. Have you played the same role with teachers and students, or have you used different ones for different occassions?
4. Do your friends tend to be people with the same role label as yours?
5. Do you want to keep the role label(s) you have? Why or why not?
6. What has happened when you tried to change your image?
7. What are some of the ways of going about changing your image? What might stand in your way? After this question tell students to write question #4 on their worksheets.

UNIT II
EXERCISE SEVEN: LABELS AND ROLES
STUDENT WORKBOOK, P. 38

CLASS CLOWN	SLEEPER	EVERYBODY'S FRIEND
BRAIN	STUDENT LEADER	MR. OR MISS COOL
ATHLETE	ALL-AROUND GOOD GUY/GIRL	TALKER
TEACHER'S PET	TRUANT	HARD WORKER
TROUBLEMAKER	CON ARTIST	PEACEMAKER
UNDERACHIEVER	CHEER LEADER	GOOD LOOKER
LONER	REBEL	AVERAGE STUDENT

1. Which of these labels most appropriately describe how the school staff (teachers, administrators, counselors) have viewed you?

2. Which of these labels most appropriately describe how other students have viewed you?

3. Which of these labels most appropriately describes the school personality you would like to have?

4. Use the rest of this worksheet to list all the things you can do to protect the school personality you would like to have. Then list what kind of help you could get from friends, teachers, your advising group. Ask for it!

UNIT II
EXERCISE EIGHT: MAJORITIES AND MINORITIES

GOALS FOR STUDENTS:

1. To think about when and where during the school day they are most aware of sex, race, and neighborhood identity/social class background.

2. To identify feelings about being in the majority and being in the minority in classes, activities and friendship groups.

3. To think about the possible effects of background characteristics like sex, race/ethnicity, and social class on school experiences.

DESCRIPTION OF ACTIVITY

This activity raises the question of whether any of the experiences students have had in school -- including ones they related on the tape (Exercise 3) and in the role label exercise were in any way connected to their sex, race/ethnic group or social class/neighborhood. This is, of course, a very complicated question. Scholars continue to debate the relationship between background characteristics and school performance. The point here is not to convince students of a particular viewpoint, or even to present this debate. Rather the goal is to help students see this as an issue worth exploring and considering as a possible tool in understanding their own past and present schooling experiences, and as a tool in thinking about future schooling.

Begin the session by having students individually fill out a chart (see Student Workbook, p. 39) that asks them to become self-conscious about the composition of their classes and groups. For each class and school activity that they participate in regularly, they are to check off whether their sex, race/ethnic group, and social class is in the majority or minority. They then do the same for their own "hang out" group or friendship group. This is to be an approximate, not an exact tally. So, for example if an English class of 20 has 7 or 8 black or spanish students, and 10 or 11 white students, and the student feels there is no clear majority, s/he can put a check right in between "Majority" and "Minority".

Before they start, ask students whether they know what is meant by social class. They may have a range of views on this subject. "It's how much money your father makes." "There's rich, poor, and everybody else." It is not necessary to arrive at a specific definition for students to complete the chart. Nor do they have to be able to calculate the family income of other students in their classes. The chart, after all, measure subjective rather than objectice reality. In other words, they should fill out the chart taking into account their "gut feeling" as to whether most of the other students grew up with lifestyles and in households similar to or different from theirs.

UNIT II
EXERCISE EIGHT: MAJORITIES AND MINORITIES
STUDENT WORKBOOK, P. 39

SEX

MAJORITY

MINORITY

RACE/ETHNIC GROUP

MAJORITY

MINORITY

NEIGHBORHOOD

MAJORITY

MINORITY

CLASSES

ACTIVITIES
(clubs, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

YOUR SEX

YOUR RACE/ETHNIC GROUP

FRIENDSHIP
"hang out"
group

1. _____
2. _____
3. _____
4. _____

100

The following questions will help to structure the discussion about the charts:

1. Did it seem strange to fill out this chart? How aware are you of the racial/ethnic/social class composition of class groups, etc?

2. Is this something you think you should be aware of? Why or why not?

3. Did you find clear patterns in your responses? If so, were these patterns you were aware of before?

4. Do you think people act differently when they are in the majority in a group and when they are in the minority? If so, in what ways?

5. Do you think people are treated differently when they are in the majority in a group and when they are part of a minority? If so, in what ways?

6. In what types of groups or situations would the majority/ minority breakdown matter more? Matter less?

The important thing in this discussion is to encourage everyone to share some ideas, experiences, and feelings and to listen carefully to each other. If students have little to say, you may want to move quickly into the second part of the activity, where students talk in pairs. These are not issues people are comfortable with or used to talking about, especially in a group. The point is to raise questions, not to try to resolve them.

In pairs students ask each other a series of questions related to awareness of sex, race, ethnicity, and social class. Tell students to be as specific as possible in answering the questions. When the pairs have completed the assignment, bring the whole group back together for a brief sharing period. Write three headings on the blackboard to correspond to three questions; female/male, race/ethnicity/cultural background, social/class/neighborhood identity. Under each, ask students to list some of the specific "awareness" times and places they came up with in talking in pairs.

The group ends the exercise by looking for patterns. Are there particular times or places when students seem most aware of their sexual identity? Their race/ethnic/cultural identity? Their class/neighborhood identity? If so, are there any generalizations we can make as to when such background characteristics make a difference in someone's daily school experience and when they don't?

UNIT II
EXERCISE EIGHT
STUDENT WORKBOOK, P. 40

AWARENESS QUESTIONAIRE

1. When during the school day are you most aware of being female/male? List specific times and places:

2. When during the school day are you most aware of your race/ethnicity/ cultural background? List specific times and places;

3. When during the school day are you most aware of your social class/ neighborhood identity? List specific times and places.

UNIT II
EXERCISE NINE: INTERRACIAL FRIENDSHIPS

GOALS FOR STUDENTS:

1. To look at data concerning teenage attitudes towards interracial friendships.
2. To bring out positive attitudes students have towards people of other races and backgrounds.

DESCRIPTION OF ACTIVITY

The Awareness Questionnaire may open up some of the difficult peer relations and daily interactions that take place in a multicultural high school. For example, the questionnaire may lead into a discussion of which groups hang out at which doorways, and how it feels to walk through those doors if you are not a member of that group.

This exercise focuses on the equally strong positive attitudes teenagers have towards people of other races and backgounds. While teenagers feel a strong need to belong to a group, to be sure in their friendships and peer relations, they also like to be independent and open-minded, taking their attitudes and clues from no one, eager for new and different experiences and adventures.

To begin this session, the teacher has students turn to the questionnaire - Interracial Friendships: Agree or Disagree, (Student Workbook, p. 41). After students have read it over and filled it out individually, the group goes over each question together. As someone reads each statement aloud, the teacher records on the board the number of AGREES AND DISAGREES.

The group is now ready to read the "GALLUP YOUTH SURVEY: TEENS FAVOR INTERRACIAL FRIENDSHIPS." Students can then compare their hypotheses about teenage interracial discrepencies between what the group thought most teenagers would say and the poll results, ask the students to think about why this is so. "Do you trust these statistics? How honest are people when they are polled over the telephone? What is a "representative sample" of teenagers? Is the racial composition of this high school representative? On what sample of people are your hypotheses based?

Finally, ask the group to consider what the results might have looked like if teenagers were asked these.

UNIT II
EXERCISE NINE: INTERRACIAL FRIENDSHIPS
STUDENT WORKBOOK, P. 41

Instructions

Consider the following statements about how teenagers feel about interracial friendships. Decide whether you agree or disagree with these statements and circle the appropriate opinion.

1. The typical teenage American today has few, if any, friends of other races.

   AGREE DISAGREE

2. Most teenagers would like to have more friends and acquaintances of other racial backgrounds than their own.

   AGREE DISAGREE

3. Only a small fraction of teenagers have ever dated interracially.

   AGREE DISAGREE

4. It is mostly non-white teenagers, rather than white teenagers, who are really interested in having interracial friendships.

   AGREE DISAGREE

5. Teenage girls are more likely to have interracial friendships than teenage boys.

   AGREE DISAGREE

GALLUP YOUTH SURVEY: TEENS FAVOR INTERRACIAL FRIENDSHIPS

"Do any of your close friends belong to a different race, or not?" "Would you like to have more close friends of different races or not?"

PERCENTAGE ANSWERING YES

	Now Have Close Friends	Would Like More Close Friends
	%	%
NATIONWIDE	60	68
Boys	63	68
Girls	56	72
Whites	57	64
Non-Whites	75	55
East	80	64
Midwest	52	71
South	62	67
West	72	73

"Have you ever had a date with a person of a different race, or not?"

PERCENTAGE ANSWERING YES:

NATIONWIDE	18%
Boys	18
Both Sexes	
13-15 years old	11
16-18 years old	25
Whites	15
Non-Whites	33
East	16
Midwest	18
South	11
West	30

From The Boston Globe, Wednesday, January 4, 1978. The findings are based on telephone interviews with a representative sample of 1087 teenagers, interviewed across the nation during the period October 17-30.

UNIT II
EXERCISE TEN: DILEMMA STORIES

GOALS FOR STUDENTS:

1. To name some of the daily challenges and tensions of being a teenager in a multi-cultural school and community.

2. To understand and empathize with the conflicts being experienced by students from other races, backgrounds and cultures.

3. To think through alternative ways of responding to tensions brought on by race, class, ethnic, and cultural difference.

DESCRIPTION OF ACTIVITY

In this exercise students read through dilemma stories that focus on situations that might arise for teenagers who live in an urban multi-cultural city and attend a multi-cultural school. These stories are designed to dramatize daily interactions and events, to give students a way of talking about difficult dynamics and situations without requiring them to talk from personal experiences or to reveal deep personal feelings. We have included a variety of stories, expecting that each teacher will want to pick and choose among them, depending on the compositions and needs of the group.

The suggested format for the exercise is to have everyone turn to the dilemma stories in the student workbook (pp. 43-48), and then have one student (or the teacher) read each story aloud to the whole group. This will ensure that even the poor readers will have an entry point into the discussion group. The discussion after each of the stories should proceed along the following lines:

1. What are all of the possible ways for _____ (main character) to deal with this situation?

2. Based on what you know about _____ from the story, what do you think s/he will do?

3. What do you think s/he should do?

4. How do you think the other people in the situation would feel about each of the alternative actions _____ might take?

5. Does this situation seem realistic to you? Is this anything like a real situation that might happen in this city? In this school? Is it anything like a real situation you know of? If so, in the real situation, what happened?

Only the last question in the series directly asks students to share their own experiences. This question is included because it is important to give students the opportunity to discuss experiences they or their friends have had, but it is equally important <u>not</u> to push them to do so.

UNIT II
EXERCISE TEN:
STUDENT WORKBOOK, P. 43

DILEMMA STORY ONE: MICHELLE

Michelle is just leaving school on Friday when she runs into her old friend, Theresa. Theresa clearly wants to hang out with Michelle, but Michelle wants to go to a party she's been invited to and doesn't feel that she can invite her friend. Theresa and Michelle are different races, and Michelle knows that the friends giving the party don't hang out with people of Theresa's race. Even though Michelle hangs out with a new group now, she likes her old friend, Theresa, and doesn't want to hurt her. But she really wants to go to the party with her new friends.

-- What are the possible ways for Michelle to deal with this situation?

-- What do you think she will do?

-- What do you think she should do?

-- Who will be affected by her decision? How will they be affected?

-- Does this situation seem realistic to you? Is there anything like a real situation that might happen around here?

-- Would such a situation be equally likely to happen if Michelle were white and Theresa black? and if Michelle were black and Theresa white?

UNIT II
EXERCISE TEN:
STUDENT WORKBOOK, P. 44

DILEMMA STORY TWO: MICHAEL

When Michael was growing up, his neighborhood was a calm, friendly place. He went to grammer school right in the neighborhood and the kids were mostly born and raised in Cambridge, like him. But now that he's at the high school, it seems like there are lots of kids around who talk to each other in languages he can't understand. He tries not to mind, but it does bug him. And sometimes he's sure they're talking about him, and making fun of him when he walks by.

On the other hand, he's upset at how many fights there have been in his neighborhood lately, which seem to be over nothing. He thinks it's stupid and doesn't see why people can't just get along and mind their own business.

He is standing outside the school building having a smoke between classes with two other old friends, when Mark, whose been Michael's friend since birth, comes running up with blood streaming down his face. He clearly has just been in a fight, he says he's sick of having those _____ make fun of him all the time, saying weird stuff he can't even understand. Michael can't really tell what happened, but apparently one insult led to another and Mark and this other kid started to fight.

Mark clearly wants Michael and the other two guys to be as angry as he is and go back with him to "even up the score" and let "those kids" know they can't get away with this.

-- What are the possible ways for Michael to deal with this situation?

-- What do you think Michael will do?

-- What do you think Michael should do?

-- Who will be affected by Michael's decision? How?

-- Does this situation seem realistic to you? Is it anything like a real situation that might happen around here?

UNIT II
EXERCISE TEN:
STUDENT WORKBOOK, P. 45

DILEMMA STORY THREE: MARIA

Maria is Portuguese. Her family came to Cambridge three years ago. At first it was really hard not speaking English, not having the right kind of clothes. She never really wanted to leave the apartment. She really dreaded going to school where everyone was staring at her and making fun of her. Gradually she began to feel a little more comfortable and made two friends -- also from Portuguese families. The three of them have gone everywhere together ever since.

But now Maria's family is putting a lot of pressure on her to stop hanging around so much with her two friends. Her mother thinks they are a bad influence on Maria. She doesn't like the way they dress, or wear their hair, and blames them for Maria's new taste in clothes, her cutting classes at school, and her new tendency to talk back -- something she never did before.

Maria is hurt and confused by her family's rejection of her friends. "They want us to become Americans, and now that I am, they want me to be like I was before." Her favorite teacher at school has also warned her against hanging around too much with people who are bad influences on her. "You could be an excellent student, Maria," she said; "you could maybe even make the transition out of the Bilingual Program soon. But only if you take yourself seriously and make some new friends."

Today, on the way to school, Maria's friends decide they should all cut out early, go to Maria's house when nobody's home, and cut their hair "punk". Maria knows how much this will upset her mother and her teacher, but she's never disagreed with her friends before.

-- What are the possible ways for Maria to deal with this situation?

-- What do you think Maria will do?

-- What do you think Maria should do?

-- Who will be affected by Maria's decision? How?

-- Does this situation seem realistic to you? Is it anything like a real situation that might happen here?

UNIT II
EXERCISE TEN:
STUDENT WORKBOOK, P. 46

DILEMMA STORY FOUR: KATY

Katy is a 14 year old freshman at CRLS. It was really a big change coming to CRLS from Agassiz, where she went to grammar school. At Agassiz, it seemed like Katy knew everyone, and everyone knew her. She and her Agassiz friends tried to stick pretty close together the first few months at the high school, but even so there were times when she'd be in the corridor with none of her friends around and feel a little scared, or anxious -- she wasn't really sure why.

Right around the beginning of second semester, in late January or so, Katy started to feel a lot more comfortable. She realized she'd met quite a few kids in the past few months, so there was almost always someone around she knew. She also did well in her first semester classes. In fact, she felt so comfortable that when she was leaving school one day and saw a notice advertising a fashion show committee meeting that afternoon, open to anyone wanting to work on a spring fashion show -- she decided to go, without even checking it out with any of her friends. Katy had always loved to sew and had even tried her hand at design. It was definitely a career she was considering.

When she got to the room where the committee was to meet there were only a few girls there. She knew one of them, Felecia, from her English class. She and Felicia had become pretty friendly over the past few months, since they were the two best students in the class. They had even eaten lunch together a few times. As more people came in, Katy realized that she was the only white girl there. She began to feel very self-conscious and wondered whether she ought to leave. As she squirmed around to get hold of her coat, she noticed that Felicia was watching her, Katy groaned inwardly ("I don't want to be where I'm not wanted, but if I leave Felicia might think I'm prejudiced or something.")

-- What are the possible ways for Katy to deal with this situation?

-- What do you think Katy will do?

-- What do you think Katy should do?

-- Who will be affected by Katy's decision? How?

-- Does this situation seem realistic to you? Is it anything like a real situation that might happen here?

-- Would the reverse situation (i.e. Katy is black and Felicia and the others are white) be equally likely to happen in your school?

-- If the races were reversed, would people involved in the situation be likely to handle it in the same way? Or not? Would your answer about what Katy should do be the same, or different?

-- Are there activities at your school that are mostly white, or mostly black? If so, why do you think that happens? Do you think anyone should do anything about it?

UNIT II
EXERCISE TEN:
STUDENT WORKBOOK, P. 47

DILEMMA STORY FIVE: SUSAN

Susan is a sophomore in high school. She has decided to enroll in the vocational program to study auto mechanics. Susan is the only young woman in the shop. Within the first week she noticed that most of the young men would not sit near her during class, and when the first project was assigned, none of the male students would work with her. So she was the only one in the class who had to work alone.

Susan began working on her project alone. During the week her project was sabotaged daily and her tool box was hidden. Due to the tampering, she was unable to complete it on time and this affected her grade.

A few of the young men began pinching and patting her and subjecting her to other unwanted physical attention. Her clothes were repeatedly splashed with grease. Finally, Susan was locked in the changing room with one of the male students from her class. She was frightened, and screamed. At that point, someone unlocked the door.

-- What are the possible ways for Susan to deal with this situation?

-- What do you think she will do?

-- What do you think she should do?

-- Does this situation seem realistic to you? Is it anything like a real situation that might happen here?

-- If such a situation came to the attention of the teacher, or an administrator, what do you think their response should be?

-- Would such a situation be equally likely to happen if a male student signed up for and took a course like Sewing, that tends to be all female?

credit: Massachusetts State Dept. of Education: Sexual Harassment Manual

UNIT II
EXERCISE TEN
STUDENT WORKBOOK, P. 48

DILEMMA STORY SIX:

Students in a large urban high school came from different neighborhoods all over the city. Students from the same neighborhood usually stayed together and chose classes they knew their friends would be in. Mr. Davis, a black teacher, who was very popular with black students in the school, noticed that his chemistry lab was filled with a group of black students who were all friendly with each other from one section of the city. He noticed that another chemistry lab was only half-filled with white students from another section of the city. Mr. Davis asks for people to volunteer to switch from his class to the half-filled white class. Joe, a popular student in Mr. Davis's class, looks around and notices no one is volunteering to switch classes. He really likes Mr. Davis's class and has many friends there. Mr. Davis looks right at him and says, "Joe, how about it?"

- What are the possible ways for Joe to deal with this situation?

- What do you think he will do?

- What do you think he should do?

- Who will be affected by his decision? How?

- Does this situation seem realistic to you? Is it anything like a situation that might happen here?

- If this happened in your school, would someone like Joe volunteer to switch classes?

- Would it make a difference in your school if the situation were reversed, and the full class had all white students and the half-full class had all black students?

- In your school, would most students be willing to volunteer if they were in a situation like this?

- Would you volunteer to switch classes in a situation like this?

UNIT II
EXERCISE ELEVEN: NEW DILEMMAS

DESCRIPTION OF ACTIVITY:

The group's task is to come up with their own dilemma story or stories. These will be passed along to other groups who will discuss and try to resolve them. Their responses to the question will then be passed back to the group who wrote the story, so that they can see how close they came to naming a situation that resonates for other teenagers.

Begin this part of the activity by pairing students up, asking each pair to try to come up with one or two dilemmas teenagers in a multi-cultural city and school might face. Having done this they fill out a character history form for each of their main characters (one per story). (Student Workbook, p. 49)

The group then comes back together to share their suggested characters and situations. A number of the ideas people come up with will probably be similar. Depending on the size of the whole advisor group, you can then have the whole group work on integrating the ideas into one to three stories, or you can group several pairs that had similar ideas and have each small group come up with one story. When the whole advisor group is satisfied with what has been written, it should be typed, and exchanged with another group.

UNIT II
EXERCISE ELEVEN
STUDENT WORKBOOK, P. 49

CHARACTER HISTORY SHEET

1. Name:

2. Age:

3. Race, ethnic, cultural background:

4. Year in school:

5. Who does s/he live with?

6. Does s/he have a job? If so, what?

7. How does s/he do in school?

8. Describe the dilemma s/he is caught up in:

UNIT II
EXERCISE TWELVE: EVALUATION OF FRESHMAN YEAR

GOALS FOR STUDENTS:

1. To compare expectations of high school with the realities.

2. To prepare a speech for incoming freshmen about what to expect at the high school.

DESCRIPTION OF ACTIVITY

The task presented to students in this activity is to prepare an orientation speech to give to incoming freshmen. This activity will probably take two group sessions to complete.

The first step in this process is for students to think back and evaluate their own freshmen experiences. The following questions can be used to structure that discussion. To encourage participation, the teacher can "go around the circle" on each of the four questions, asking each student to respond with at least a few thoughts.

1. Try to remember back to the summer and early fall of this year. What did you expect it would be like to be a freshman at CRLS? What did you expect other students to be like? What did you expect teachers to be like? Classes to be like? How did you expect you would feel about school?

2. What were your first impressions of CRLS, on your first day or two as freshmen here?

3. How have your early expectations of CRLS compared to the realities you've found here? Have your first impressions turned out to be accurate or inaccurate?

   --what has been the biggest surprise?
   --what has been the biggest disappointment?
   --what has been the biggest challenge?
   --what has been the biggest problem?

4. If you had your first year of high school to do over, what would you do differently?

The next step is to divide students into teams of two or three. As a team, they begin the work of preparing a speech, by answering the following questions:

** What are three things you wish you'd known before you got to CRLS? Or, another way to think about this is, what are the three most important things you would tell incoming freshmen about CLRS?

Compiling their lists, the team members work together on a short (2-3) minute speech for freshmen.

As a final step, the whole group reconvenes with each team reading its speech to the others. After all have been heard, the group discusses whether it would have made any difference to have heard these points during the first few weeks of their freshmen year. If the speeches are very similar, the group may want to work on consolidating them into one or two longer efforts. The speech or speeches should be saved so that they can be made available to freshmen TAP groups in the fall.

UNIT II
EXERCISE THIRTEEN: THE SCHOOL'S ROLE AND RESPONSIBILITY

GOALS FOR STUDENTS:

1. To consider the school's role and responsibility in fostering a positive, coeducational, multi-cultural environment.
2. To clarify their ideas through holding a formal debate.

DESCRIPTION OF ACTIVITY:

In the previous activities, students discussed some difficult situations that can arise for individuals living in a multi-cultural city and attending a coeducational, multi-cultural high school. In this activity, students debate the role the institution should play in these situations, and, more generally, the school's responsibility in promoting a positive, coeducational and multi-cultural environment.

To begin this activity, ask students to remember back to Dilemmas 4, 5, and 6, all of which involved school-based situations. The discussions following these dilemmas probably focused on the central character's choices and decisions. Tell students that they will now have the opportunity to consider the broader issues of school policy. What should and can the school do to promote racial/ethnic integration and communication, and to prevent sexual harassment and other forms of discrimination?

Refer students to the three Debate Issues listed in their Workbook. Depending on the size of your group, you may want to select two of these three for debate. For each issue, you will need two to three students arguing for the statement, and two to three students arguing against. It is preferable to allow students to choose the issue and side they want to argue. If this results in an imbalance, students can be assigned to teams. Point out to students that it is possible to argue effectively for something you don't necessarily believe.

The format for the debates will be:

Opening Statements: Each team makes a 2-3 minute presentation of their main argument.

Rebuttals: Each team has 3-4 minutes to disagree with and argue against the other team's statement. (There can be one to three rounds of rebuttals.)

Summation: Each team has 1-2 minutes to sum up their arguments.

To prepare, the teams will need at least 20-25 minutes. They should try to write their opening statements and anticipate the other team's arguments, so that they can be ready with rebuttals.

While Issue One is being debated, students involved in the other issues become the audience. At the end of the debate, each member of the audience (including the teacher) should comment on which side made the most effective convincing arguments. You might also ask students whether anything they heard in the debate made them think about the issue in a new way. This same procedure is then followed for each of the other debates.

As a follow-up to the debates you would ask students to list all of the ways that CRLS promotes racial and ethnic integration, and discourages sexual and racial harassment. They would then make a list of all of the additional ways CRLS could promote integration and discourage harassment.

UNIT II
EXERCISE THIRTEEN: THE SCHOOL'S ROLE AND RESPONSIBILITY
STUDENT WORKBOOK, P. 50

DEBATE ISSUE ONE:

The school should sponsor and provide resources for clubs and activities only when these are coeducational and racially/ethnically integrated, or when a serious effort is being made to attract students of different sexes, races and ethnic groups.

DEBATE ISSUE TWO:

The school should have in writing a policy prohibiting sexual harassment of students. If there is an incidence of sexual harassment (reported by the student or by a teacher or other student who witnessed it), a hearing should be held to determine whether such harassment did take place and, if so, appropriate measures to take.

DEBATE ISSUE THREE:

The school has the responsibility to insure that all school courses and programs are coeducational and racially/ethnically integrated.

UNIT II
EXERCISE FOURTEEN: TIME LIFE LINE

GOALS FOR STUDENTS:

1. To become aware of their skills.
2. To see the relationship of past accomplishments to future possibilities.

In this activity students create personal time lines that begin with "Day 1" of their lives, and ends with a projection for "year 30". The task for the students is to list skills they were mastering -- things they were capable of doing -- at various points along the line. The activity helps students become aware of how many things they can do and have learned to do the course of the past 15 or 16 years. By asking them to project ahead, this exercise helps them see the relationship of past accomplishments to future possibilities.

To begin the activity, each student is given a blank time line like the one below. The teacher gets the process started by focusing everyone on Day 1. "What could you do when you were one day old? What can most newborns do?" As people volunteer answers like "eat", "cry," "hiccup," "spit-up," the teacher writes these answers on the board on a large time line and asks students to make an entry on their own lines. Someone may protest that these are not skills -- "you're born knowing these things." One way to respond to this is to point out that although we take these for granted, they are very important skills. Crying, for example, gets a baby the food, which s/he needs to survive, and the comforting/loving s/he requires.

Most students will have few, if any memories, of what they could do up until about age 5. The teacher can help jog their memories by asking specific questions, such as "When did you learn to crawl? walk? talk? play? feel? fear? undress yourself? dress yourself? ask questions? feed yourself? ride a bike?" If they can't answer for themselves, they can come to a consensus as to when most kids can do these things and enter these averages on their time lines.

By age 5, most people do have more specific memories, and there will be more differentiation among the group. Again the teacher may want to help people by suggesting the types of things to fill in along the time lines, like: When did you learn to read? to do math? to handle your own personal care? (bath, hair, etc.) to handle money? When did you learn about boys and girls? about sex? to drive a car? to cook or bake? Students should be encouraged to enter any other skills they acquired, accomplishments they achieved at the appropriate ages along the line. When everyone has filled in the line up to their current age, the teacher should ask the group to share what they entered at periodic intervals along the line -- i.e. age 7, 10, 12, 15, 16. The group can then discuss which ages seemed to be turning points for most of them -- points at which they learned/accomplished a good number of new things.

The next part of the time line calls for projections. "What do you want to have accomplished/achieved/learned by age 21, 25, 30"? The further from now, the harder it is to answer that question. Having not chosen a career direction yet, most students may have little idea of what skills they want to/need to acquire. But they may have a good idea of what they want their lives to look like by 25 or 30. "I want my own apartment." "I want to be married with 3 kids." "I want to be living in California in a nice house near the beach." "I want to be graduated from college." There will be a mixture of plans, wishes and fantasies in the answers students give. Although hardly concrete or realistic goals, these ideas can help students begin to think about the skills they need to acquire, the immediate plans they need to make to begin the long process of moving towards their images of the future.

In filling out the first half of the line they could see that the accomplishments at one age create a foundation or base for the accomplishments at a later one. This realization will help them think about how to work backward from 30 to what they need to be setting in motion now.

Day 1	Year 1	5	8	10	12	15	18	21	Year 30

UNIT II
EXERCISE FIFTEEN: FROM DREAMS TO GOALS

GOALS FOR STUDENTS:

1. Learn what goals are.
2. Learn a process of translating dreams and fantasies into goals.
3. Begin to set some short-term and longer-term goals.
4. Think about obstacles that get in the way of achieving goals, and resources that can be utilized to help.

DESCRIPTION OF ACTIVITY

In the Time Life Activity students arrived at an image of themselves, of where they want to be in 10 or 15 years. The task here is to translate the dreams into goals. Start this activity by asking students some definitional questions:

1. What is a goal?
2. What is the difference between a fantasy/dream and a goal?
3. What do you need goals for?
4. How do you go about setting a goal?

In answering the first questions students will probably say something like, "a goal is something you want to do." How, then is this different from a fantasy? The idea to try to bring out here is that of commitment. You can have many dreams and enjoy fantasizing about all of the things you'd like to have or be, but a goal is a dream you really set out to accomplish. It is crucial to have dreams -- to allow yourself to dream -- because it is through that process that you can arrive at your most important goals.

In answering the third question, the discussion will center around the concept of motivation. "How do you keep yourself motivated? Have there been times in your life when having a goal has kept you going?"

The fourth question cannot really be answered as a group. The process of setting personal goals is very complex and individual. You have to be in touch with your dreams and be aware of your personality, skills, aptitude, needs and interests. You also need some understanding of the socio-economic factors that might affect your possibilities. At age 14 or 15 few people have reached that level of self and societal awareness. The intent here is not to push students to set up final goals, but rather to teach them a process they can continue to use.

In learning this process, students will use the Goal-Setting Worksheet (see Student Workbook, p. 51). The first step in the process is for students to allow themselves to fantasize. They are then asked to translate their fantasies into long-term and short-term goals, and to think about obstacles to and resources for accomplishing these goals.

Before students fill out this worksheet, they would benefit from going through the whole process together as a group. For example, a student volunteers his projections from his Time Life Line, which read as follows:

"At 30 I want to own a nice house, a good car, and lots of other stuff. Of course, I'll have a good job, one where you don't mind getting up in the morning, maybe a lawyer. I'll have a wife who can cook and four dynamite kids."

The group works together on restating these as goals (Step Two):

1. To own a nice house, car, and other material possessions.
2. To have a good job, possibly in law.
3. To have a wife who can cook.
4. To have four dynamite children.

The third step is to make a list of short-term goals that will lead to the eventual accomplishment of the longer term ones. This involves evaluating the goals, to figure out what they might require. For example, in the list reproduced here, "to own a nice house, car," etc. and support a family of five requires a certain income. "About how much a year would he have to earn? Do lawyers earn that much? What other types of jobs might also bring in that level of income? Do any of these meet his criteria for a good job? What would it require to get such a job? What level of education do you need to be a lawyer or to get other jobs at this level of pay? What does such an education cost?"

In thinking about such questions, the student might want to revise his goals somewhat. In this case, the student decided that "we'll put off having kids for a while, and she (his wife) can support me through law school." Then, the group helps him come up with the following short-term goals:

NEXT YEAR

1. Do well in all of my classes (Honor Roll, if possible)
2. Join the Law Club.
3. Be active in school government.

THREE YEARS FROM NOW

1. Graduate from high school at the top of my class.
2. Get into a good college
3. Find a smart girlfriend who is going to make a lot of money.

If there is time, it is a good idea to go through the process at least twice, once with a male student and once with a female student. Then, everyone in the class goes through the process on his/her own.

UNIT II
EXERCISE FIFTEEN: GOAL SETTING WORKSHEET
STUDENT WORKBOOK, P. 51

STEP ONE - FANTASIES

Using your Time Life Line and any new thoughts that you have, list all of your fantasies for yourself at the age of 30:

_____

_____

_____

STEP TWO LISTING MAJOR GOALS

Translate these fantasies into 3 or 4 major goals:

1. _____
2. _____
3. _____
4. _____

STEP THREE - SHORT TERM GOALS

Make two lists of short term goals that will lead to the eventual accomplishment of the long term goals:

Next Year

1. _____
2. _____
3. _____
4. _____
5. _____

In Three Years

1. _____
2. _____
3. _____
4. _____
5. _____

STEP FOUR - THREE TOP PRIORITIES

Review your list of goals for next year. Pick the three goals that mean the most -- the ones you are or could be really invested in. Put an asterisk beside the top three.

STEP FIVE - ONE GOAL TO THINK THROUGH

Rank order the three goals you picked out. Pick one to discuss with a partner. (You may share all three if you wish, but focus on one to discuss). Write that goal here:

_____

_____

Write down some of the obstacles that might stand in the way of your reaching your goal:

_____

_____

_____

Write down some of the resources that could help you reach the goal:

_____

_____

_____

UNIT II
EXERCISE SIXTEEN: SHARING GOALS

GOALS FOR STUDENTS:

1. To listen carefully to each other.
2. To begin to look to each other for mutual support on setting and reaching personal goals.
3. To reflect on how far the group has come in getting to know each other since the beginning of the year.

DESCRIPTION OF ACTIVITY

This activity is similiar in format to Exercise I of Unit I. It involves students pairing up, talking and listening to each other, and then reporting back on what the other person said. This time, however, rather than interviewing each other on prescribed questions, each student prepares individually for what s/he is going to say to a partner, by filling out the Sharing Goal Worksheet. The pairs can begin to meet, following the worksheet instructions for steps 5 and 6. Then the whole group comes back together to carry out Step 7.

In processing the activity, you may want to use some of the following questions:

1. How did you feel about hearing someone else describe your goals?
2. How did you feel about reporting on someone else's goals?
3. Did you have a sense that the group was listening to you?
4. Did you have difficulty at times listening to others?
5. What did you learn about other group members?
6. Were there things that a lot of people in the group seem to have in common? Are there general statements about the group you can make based on what you heard today?
7. Do any of the statements from today suggest directions the group might want to pursue next year?

You might want to leave time for students to compare their interviewing experience to the one early in September, when they were first getting introduced to each other. They will be able to see how far they have come in getting to know each other and in being able to help each other.

UNIT II
EXERCISE SIXTEEN: SHARING GOALS
STUDENT WORKBOOK, P. 53

STEP SIX - PAIRING AND SHARING

Pair up with someone else in the group and share your goals:

As Speaker:

- Say what the goal is.
- Say why it is important to you.
- What obstacles might get in the way of reaching the goal?
- What resources could help you reach the goal?

As Listener:

- Try to understand what the speaker's goal is.
- Try to understand what the feelings are:
  that surround the goal.
  that the person is feeling now.

STEP SEVEN - FEEDING BACK

With your partner, share what you heard and felt communicated to you. Clarify these perceptions as much as possible in preparation for reporting back to the larger group. If you're wondering whether to share with the group everything you talked about, check it out with your partner.

STEP EIGHT - REPORTING TO THE GROUP

Now, in the large group, share what your partner communicated to you.

- the goal
- obstacles and resources
- feelings that surround the goal
- current feelings that you picked up during the conversation.

UNIT II
EXERCISE SEVENTEEN: EVALUATION OF TAP GROUP

GOALS FOR STUDENTS:

1. To review the activities of the TAP program.
2. To evaluate the group and their own particiption in it.
3. To make suggestions for next year.

DESCRIPTION OF ACTIVITY

In one of the last group sessions, it is important to give students the opportunity to evaluate their experiences with TAP. Because the curriculum for TAP cannot easily be summed up in a sentence or two, a prerequisite of the evaulation is to help students remember what they did in TAP group over the year.

As a group, go over the activities of the year (see list, p. 54). Then ask students to fill out the questions individually. When the whole group has finished the task, ask students to share whatever they feel comfortable sharing.

UNIT II
EXERCISE SEVENTEEN:
STUDENT WORKBOOK, P. 54

LIST OF ADVISOR GROUP ACTIVITIES FOR THE YEAR

Multi-Media Slide Show
Getting to Know You
Getting Acquainted
From Grammar School to High School: Chart
School Quiz Game
The Cambridge Rindge and Latin School
Group Ground Rules
School Ground Rules
Great Building Marathon
In House Resources: Trips and Speakers/Services and Programs
Introduction Cards
Guess Who I Am
Tower Building
Whom Do You Trust?/Whom Do You Talk To?
Awards
Pre-Holiday Discussion and Party
Composite Group Portrait
Group Mural
Putting Ourselves On the Map
Advisor-Advisee Conference
Report Card Evaluation
Course Visitations
Where Do I Stand on Graduation Requirements
Using the Course Descriptions: Mark and Marcia
Creative Course Options
Working the System - Hassles
Schooling History
Looking for Patterns
Who's Responsible for Learning?
Labels and Roles
Majorities and Minorities: Chart
Awareness Questionnaire
Interracial Friendships: Agree/Disagree and Poll
Dilemma Stories
The School's Role and Responsibility: Debate
Evaluation of Freshman Year: Speech for New freshman
Time Life Line
From Dreams to Goals: Goal Setting Worksheet
Evaluation of Freshman Year

UNIT II
EXERCISE SEVENTEEN:
STUDENT WORKBOOK, P. 55

EVALUATION OF TAP

1. Which five activities did you enjoy the most?

2. Which five activities did you enjoy the least?

3. Which five activities did you learn the most from?

4. Which five activities did you learn the least from?

5. How would you describe your own participation in TAP group? What could have helped you be a stronger participant.

6. What are your 3 biggest reasons for attending TAP?

7. What were your most frequent reasons for not attending?

8. What advice do you have for teacher's advisors who are leading next year's TAP groups for freshman?

9. What would you say to a freshman who asked you, "What's Advisor Group about anyway?

10. What topics would you like to see included in your own TAP group for next year?

APPENDIX

GAME #1

KILLER

This exercise gets everyone to look at each other and interact on a non-verbal level. Playing with making and breaking eye contact during the game will help students feel more comfortable looking directly at one another during group discussions.

To play this game, everyone sits in a circle, where everyone has a clear view of everyone else's face. The facilitator begins by passing out slips of paper to everyone; all but one are blank. The person who gets the one with the "X" on it is the "Killer." S/he kills another person by making direct eye contact with her/him and winking. If you've been winked at, you are dead. So as not to give away who the killer is, you should wait a minute or two before announcing you've been killed, by moving your seat away from the circle.

The object of the game is to discover who the killer is, before s/he gets you. The killer has to try to kill people off, without anyone else noticing who is doing the surreptitious winking.

If you think you have discovered who the killer is, you shout out: "I have an accusation." If no one else is ready to accuse, the matter is dropped and the game proceeds. If someone else also is ready to accuse, you count to three and both, simultaneously point to the killer. If you both point to the same person, and that person is the killer, the killer has been caught and the game is over. If you point to two different people, both of the accused are presumed innocent, and the game resumes. If you both point to the same person, but that person is not the killer, the two accusers are out and the game resumes.

GAME #2

TIGER/MAN/GUN

This exercise is a good energizer. It gets people working together in a team, using their wits to outmaneuver another team. Remember Rock/Paper/Scissors? As kids we played it as a way to choose who went first or who got the extra pieee of cake. It was a ritual of fate, complete with chant and symbols. A fist meant Rock, a hand held flat was Paper, and two fingers were for Scissors.

Two by two, we'd face off and chant -- one hand beating rhythm in the air -- "Rock/Paper/Scissors," and so on the next beat we'd throw one of the symbols. The pecking order was: Paper covers Rock, Rock breaks Scissors, and Scissors cuts Paper. One of us came out the winner.

It was a game of chance, but it also took some skill to guess your opponent's move and then cast the conquering symbol. The greatest victory was in being able to "psych him out."

In this variation, you need two teams. Each team huddles and collectively decides which symbol they will all throw. The pecking order is Tiger Eats Man. Man holds Gun. Gun kills Tiger. The symbols are: Both hands curled like paws next to your mouth and a growling sound for Tiger; Arms folded squarely across chest for Man; and both hands held out with index fingers pointing and thumbs up for Gun.

In two lines the teams face watch each other and begin to chant: Tiger/Man/Gun and then throw their symbols. After each time, the teams huddle again, to try to psych out what the other team will do next time. The game winners are those winning 2 of 3, or 3 of 5.

FROM THE NEW GAMES BOOK

GAME #3

RED HANDED

Here's a legitimate chance to see how sneaky you can be. And the only consequence if you get caught is having to catch someone who might be even sneakier.

Everyone forms a circle, and the one person chosen as IT, stands in the center. While IT closes his/her eyes, the other players pass a small object (like a marble or a stone) from person to person.

The sneakiest method of passing is to hold the marble in one fist, palm down, and drop it into the palm up hand of the next person. Then s/he passes it from one fist to the other and so on. With a little practice, you'll be able to accomplish a quick and sneaky pass without even looking.

IT signals and opens his/her eyes. Who among all these innocent looking people has the marble? If s/he detects a suspicious look on someone's face, s/he walks up and taps one of his/her fists. If s/he's empty-handed, s/he moves on. Meanwhile everyone has been passing the marble around, virtually under IT's nose. (Fake passes, as decoys, by people who don't have the marble are an integral part of the game).

If you have the marble and IT catches your eye, s/he may soon catch more than that unless you can pull a good angel face. If s/he sees through that to the sneaky devil beneath, you've been caught "Red-Handed." Congratulations! You're the new IT.

FROM THE NEW GAMES BOOK

GAME #4

KNOTS

Knots is a game that gets people together by getting them apart. About a dozen players can tie on a good one.

To form the knot, stand in a circle, shoulder-to-shoulder, and place your hands in the center. Now everybody grab a couple of hands. If you ever want to get out of this, make sure than no one holds both hands with the same person or holds the hand of a person right next to them. It might take a bit of switching around to get the knot tied right. (If you have too much trouble getting this part together, you might want to quit before you try getting it apart!)

Now comes the true test. You'll probably notice that there are two basic approaches to untangling the knot. The Activists dive right into the problem - under, over, and through their teammates, hoping they'll hit upon the solution. Instead, they might well hit upon one of the Analysts, firmly rooted, hands locked in a dignified tableau, carefully surveying the situation before instructing each player precisely where to move and in what order.

Since you're all in the same tangle together, you'll have to come to some agreement as to which approach to follow. (Note: pivoting on your handholds without actually breaking your grip will add a lot of grace and eliminate the need for a chiropractor.) When at last the knot is unravelled (hurrah!), you will find yourselves in one large circle, or, occasionally, two interconnected ones (amazing!).

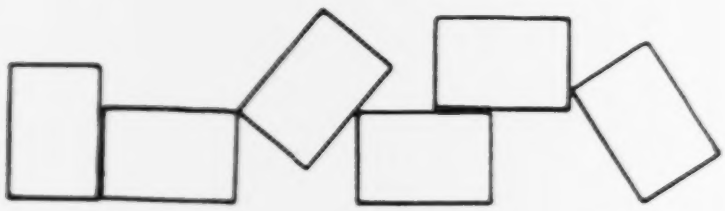
Every once in a while an Analyst will discover the one tangle which prevents the knot from resolving itself. At this point, no other remedy being possible, an Activist can administer emergency "knot-aid" (a momentary break in hands) so you can get on to the next game.

GAME #5

THE BLOCK GAME

This exercise is an interesting way to introduce the necessity of questioning and the difficulty of listening in communication.

One member of the group is given a blank paper with a series of blocks on it like these below:



This person should, with his/her back to the group and no talking with the group, describe the diagram so that just using the person's verbal descriptions the group draws the diagram. Usually, the diagrams in the group will differ remarkably from the original diagram. Discuss why this is so.

Then give the person a new diagram, but let there be two-way communication in which the group can ask the describer questions. Usually the diagrams this time will come a lot closer to the original design.

An alternative to this is to use animals and have one person describe an animal -- without giving its identity. Again let there be no communication the first time, and let people ask questions the second time.